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IDENTIFIERS	*Developmental Stages

ABSTRACT

This annotated bibliography cites ERIC documents and journal articles which focus on children's moral development. Entries include selected resumes from "Resources in Education (RIE)" from February 1974 through December 1975 and selected journal citations from "Current Index to Journals in Education (CIJE)", July 1974 through December 1975. Each document abstract is accompanied by major and minor indexing terms. Stage theories of moral development, the application of moral development research findings to classroom teaching, the role of the school in fostering children's moral development, and the relationship between moral and cognitive development are some of the topics considered. (Author/BRT)

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MORAL DEVELOPMENT IN CHILDREN: AN ABSTRACT BIBLIOGRAPHY

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MORAL DEVELOPMENT IN CHILDREN: AN ABSTRACT BIBLIOGRAPHY

Introduction

The whole question of how children develop moral values has always been of interest to parents and teachers, but has, in recent years, received increased attention from psychologists and educators. Theoreticians and researchers have investigated the process by which children acquire values: Jean Piaget, Lawrence Kohlberg and others have postulated stages of moral development from early childhood to adulthood. Studies are being conducted to explore the application of research findings to classroom teaching, and educators are debating the proper role of the school in fostering children's moral development.

This selective bibliography cites recent ERIC documents and journal articles which focus on children's moral development. Entries include resumes from Resources in Education (RIE), February 1974 through December 1975, and journal citations from Current Index to Journals in Education (CIJE), July 1974 through December 1975. Major descriptors (marked with an asterisk*) and minor descriptors appear after each title.

ED-numbered documents are available in microfiche and/or hard (paper) copy from the ERIC Document Reproduction Service (EDRS). (See order information at the end of this publication.) Journal articles are available only in the journals cited, not through the ERIC system. CIJE provides a list of the complete titles and ordering addresses for all journals indexed.

Resumes from Resources in Education (RIE)

ED110354

TITLE: AN EXPLORATORY INQUIRY INTO THE MULTI-FACTOR THEORY OF MORAL BEHAVIOR APPLIED TO VALUES EDUCATION.

PERSONAL AUTHOR: LEMING, JAMES S.

PUBLICATION DATE: 75

DESCRIPTIVE NOTE: 22P.; A PAPER PREPARED FOR THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (WASHINGTON, D. C., APRIL, 1975)

DESCRIPTORS: CORRELATION; *EDUCATIONAL RESEARCH; *MORAL DEVELOPMENT; MORAL VALUES; *MULTIPLE REGRESSION ANALYSIS; *PREDICTOR VARIABLES; RESEARCH; RESEARCH METHODOLOGY; STATISTICAL ANALYSIS; *VALUES

ABSTRACT: REPORTED RESEARCH USES STEPWISE MULTIPLE REGRESSION ANALYSES TO GENERATE REGRESSION EQUATIONS FOR 60 SCHOOL AGE SUBJECTS WITH CHOICE OF RIGHT ACTION AND STAGE OF MORAL REASONING ON MORAL DILEMMAS AS THE DEPENDENT VARIABLES. AGE, IQ, SOCIOECONOMIC STATUS, AWARENESS OF CONSEQUENCES, EMPATHY, AND MEAN MORAL MATURITY SCORES WERE USED AS PREDICTOR VARIABLES. THE PURPOSE OF THE RESEARCH WAS TO FIND WHICH, IF ANY, OF THE INDEPENDENT VARIABLES IDENTIFIED ARE STATISTICALLY SIGNIFICANT PREDICTORS OF STAGE OF MORAL REASONING AND CHOICE OF RIGHT ACTION, AND WHAT PORTION OF THE VARIANCE IN THE DEPENDENT VARIABLES IS EXPLAINED BY THE SUCCESSIVE CONTRIBUTION OF THE INDEPENDENT VARIABLE. STAGE OF MORAL REASONING WAS ASSESSED ON FOUR SEPARATE CLUSTERS OF MORAL DILEMMAS USING AN INTERVIEW SCHEDULE, TAPE RECORDING, AND SCORING OF TRANSCRIPT ACCORDING TO PROCEDURES DEVELOPED BY KOHLBERG. CHOICE OF RIGHT ACTION WAS DETERMINED BY ASKING THE SUBJECTS THE RIGHT THING TO DO IN EACH MORAL DILEMMA. RESULTS SHOWED THAT, ALTHOUGH THE AMOUNTS OF VARIANCE EXPLAINED WERE SMALL, AGE AND EMPATHY WERE THE PRIMARY PREDICTORS FOR STAGE OF MORAL REASONING AND BIOGRAPHIC VARIABLES WERE THE PRIMARY PREDICTOR VARIABLES FOR CHOICE ON MORAL DILEMMAS. IMPLICATIONS OF THE FINDINGS FOR FURTHER RESEARCH AND CURRICULUM ARE DISCUSSED. TABLES AND REFERENCES ARE INCLUDED. (KSM)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

ED110166

TITLE: SOCIAL DEVELOPMENT IN YOUNG CHILDREN: A REPORT FOR TEACHERS.

PERSONAL AUTHOR: SHELTON, WENDY CONKLIN; AND OTHERS

PUBLICATION DATE: FEB 75

DESCRIPTIVE NOTE: 136P.; FOR RELATED DOCUMENT, SEE PS 007 941

DESCRIPTORS: AGGRESSION; BEHAVIOR THEORIES; *EARLY CHILDHOOD EDUCATION; EDUCATIONAL PRACTICE; EDUCATIONAL STRATEGIES; EFFECTIVE TEACHING; LITERATURE REVIEWS; MORAL DEVELOPMENT; MOTIVATION; PEER RELATIONSHIP; *PSYCHOLOGICAL STUDIES; RESEARCH UTILIZATION; *SOCIAL BEHAVIOR; *SOCIAL DEVELOPMENT; TEACHER BEHAVIOR; *TEACHING TECHNIQUES

ABSTRACT: THIS REPORT PROVIDES PRESCHOOL AND EARLY ELEMENTARY SCHOOLTEACHERS WITH A SUMMARY OF CURRENT RESEARCH AND THEORIES ON THE SOCIAL DEVELOPMENT OF YOUNG CHILDREN, RELATING THE FINDINGS OF PSYCHOLOGICAL STUDIES TO CLASSROOM PRACTICE IN THE AREAS OF COOPERATIVE BEHAVIOR, MORAL DEVELOPMENT, ACHIEVEMENT MOTIVATION, AND THE DYNAMICS OF PEER INTERACTION. BASED ON THE IDEA THAT PSYCHOLOGICAL RESEARCH OFTEN PROVIDES A BASIS FOR THE PROCEDURES THAT TEACHERS USE IN THE CLASSROOM, THIS REPORT IS DESIGNED TO RELATE RESEARCH FINDINGS TO THE PRACTICAL ISSUES TEACHERS FACE IN THE CLASSROOM. FOR EACH TOPIC, 3 TYPES OF INFORMATION ARE PRESENTED: (1) NARRATIVE DISCUSSIONS OF PSYCHOLOGICAL RESEARCH IN WHICH THE RESEARCH FINDINGS PRESENTED ARE ILLUSTRATED WITH SPECIFIC EXAMPLES; (2) A DIGEST OF RECOMMENDATIONS WHICH CHART SPECIFIC CLASSROOM TEACHING TECHNIQUES WITH A RATIONALE BASED ON PERTINENT RESEARCH FINDINGS; AND (3) A REFERENCE SECTION TO ASSIST FURTHER STUDY. (GO)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE

INSTITUTION NAME: WASHINGTON UNIV., SEATTLE.

SPONSORING AGENCY NAME: NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.

ED110159

TITLE: WHY GROUP GAMES? A PIAGETIAN PERSPECTIVE.

PERSONAL AUTHOR: DEVRIES, RHETA; KAMII, CONSTANCE

PUBLICATION DATE: AUG 75

DESCRIPTIVE NOTE: 31P.

DESCRIPTORS: *CHILDRENS GAMES; COGNITIVE DEVELOPMENT; *EDUCATIONAL THEORIES; *EGOCENTRISM; EMOTIONAL DEVELOPMENT; GROUP ACTIVITIES; LEARNING MOTIVATION; LOGICAL THINKING; *MENTAL DEVELOPMENT; MORAL DEVELOPMENT; *PRESCHOOL EDUCATION; SOCIAL DEVELOPMENT

IDENTIFIER: *PIAGET (JEAN)

ABSTRACT: A PIAGETIAN PERSPECTIVE IS USED TO BUILD A RATIONALE TO EXPLAIN WHY GROUP GAMES ARE GOOD FOR YOUNG CHILDREN. THREE MAJOR AREAS IN WHICH GROUP GAMES MIGHT FOSTER CHILDREN'S DEVELOPMENT ARE DISCUSSED. IN THE SOCIOEMOTIONAL AREA, THE RATIONALE IS THAT MORAL DEVELOPMENT, PERSONALITY DEVELOPMENT, AND AUTONOMY ARE ENHANCED BY THE SOCIAL CONTEXT OF PEER COOPERATION WHICH GROUP GAMES NECESSITATE. IN THE COGNITIVE AREA, GROUP GAMES ARE SAID TO CONTRIBUTE TO THE DEVELOPMENT OF LOGICAL THINKING BY FORCING CHILDREN TO COME OUT OF THEIR EGOCENTRICITY AND TO COORDINATE DIFFERENT POINTS OF VIEW. IN THE AREA OF MOTIVATION, THE RATIONALE IS THAT CHILDREN SPONTANEOUSLY ENGAGE IN GROUP GAMES SO THAT SUCH GAMES MUST BE NATURALLY MOTIVATED AND CAN THEREFORE BE POWERFUL CLASSROOM TOOLS. SEVERAL COMPETITIVE AND NONCOMPETITIVE GAMES ARE DISCUSSED SPECIFICALLY AND FIVE CRITERIA FOR GOOD GAMES ARE SUGGESTED. (JMB)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

AVAILABILITY: PUBLICATIONS OFFICE, I.C.B.D., COLLEGE OF EDUCATION, UNIVERSITY OF ILLINOIS, 805 W. PENNSYLVANIA AVE., URBANA, ILLINOIS 61801 (CATALOG NO. 132, $1.25)

INSTITUTION NAME: ERIC CLEARINGHOUSE ON EARLY CHILDHOOD EDUCATION, URBANA, ILL.

SPONSORING AGENCY NAME: NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.

ED109041

TITLE: A BRIEF SURVEY OF VALUES EDUCATION.

PERSONAL AUTHOR: CLEAVER, BETTY

PUBLICATION DATE: 75

DESCRIPTIVE NOTE: 36P.

DESCRIPTORS: CURRICULUM DEVELOPMENT; *EDUCATIONAL DEVELOPMENT; *EDUCATIONAL HISTORY; ELEMENTARY SECONDARY EDUCATION; *MORAL DEVELOPMENT; MORAL VALUES; *SCHOOL ROLE; SOCIAL DEVELOPMENT; SOCIALIZATION; SOCIAL STUDIES; *VALUES

ABSTRACT: A FOUR-PART SERIES OF PAPERS ON VALUES EDUCATION COMPRISES THIS DOCUMENT. PART ONE PRESENTS A BRIEF BACKGROUND OF MORAL EDUCATION IN THE UNITED STATES, BEGINNING WITH THE PURITANS, AND INCLUDING REFERENCES TO HORACE MANN, WILLIAM HOLMES MCGUFFEY, AND OTHERS. TRACING ITS HISTORY, THE AUTHOR DEFINES VALUES EDUCATION AND ITS NEED IN THE SCHOOL SYSTEM. VALUES AND VALUES CLARIFICATION ARE EXAMINED IN THE SECOND PART OF THE DOCUMENT, STRESSING THE PROCESS OF VALUING OF RATHS AND SIMON. SEVEN CRITERIA DESCRIBE THE PROCESS OF VALUING, INCLUDING CHOOSING FREELY, CHOOSING FROM ALTERNATIVES, CHOOSING AFTER THOUGHTFUL CONSIDERATION OF CONSEQUENCES, PRIZING AND CHERISHING, AFFIRMING, ACTING UPON CHOICES, AND REPEATING. THE ROLE OF THE SCHOOL AND SOCIETY AND VALUES EDUCATION IS EXAMINED IN PART THREE. THE SCHOOL CANNOT PRESCRIBE THE VALUES, BUT IT CAN PROVIDE AN ATMOSPHERE OF INTELLECTUAL FREEDOM AND CAN AID THE STUDENT IN DEVELOPING HIS CAPABILITY FOR RATIONAL ANALYSIS. IN THE FOURTH SECTION, THE AUTHOR EXAMINES THE STATE OF RESEARCH ON VALUES EDUCATION. (AUTHOR/JR)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

ED108861

TITLE: THE RELATIONSHIP OF MORAL AND COGNITIVE MODES OF THOUGHT IN SECOND AND FIFTH GRADE CHILDREN.

PERSONAL AUTHOR: MAYS, EILEEN

PUBLICATION DATE: MAR 75

DESCRIPTIVE NOTE: 14P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING (48TH, LOS ANGELES, CALIFORNIA, MARCH 1975)

DESCRIPTORS: *COGNITIVE DEVELOPMENT; COGNITIVE MEASUREMENT; EDUCATIONAL RESEARCH; *ELEMENTARY EDUCATION; *ELEMENTARY SCHOOL STUDENTS; *LEARNING PROCESSES; *MORAL DEVELOPMENT; SCIENCE EDUCATION; VALUES

IDENTIFIER: RESEARCH REPORTS

ABSTRACT: THE PURPOSE OF THIS STUDY WAS TO EXAMINE POSSIBLE RELATIONSHIPS BETWEEN MORAL AND COGNITIVE DEVELOPMENT IN SECOND- AND FIFTH-GRADE CHILDREN. SIXTY CHILDREN WERE USED IN THE STUDY. LEVELS OF COGNITIVE DEVELOPMENT WERE EVALUATED USING FOUR LEARNING TASKS AND MORAL DEVELOPMENT WAS ASSESSED BY PRESENTING FOUR CONFLICTING SITUATIONS TO EACH SUBJECT FOR DISCUSSION PURPOSES. RECORDED PERSONNEL INTERVIEWS WERE USED FOR THE PURPOSE OF EVALUATION. THE OUTCOME OF THIS STUDY TENDED TO CONFIRM THE POSITION TAKEN BY OTHERS THAT COGNITIVE DEVELOPMENT PARALLELS OR PRECEDES MORAL DEVELOPMENT IN THE PROCESS OF INTELLECTUAL GROWTH. THE DATA INDICATED THAT CHILDREN AT A HIGHER LEVEL OF COGNITIVE DEVELOPMENT WERE EITHER AT A CORRESPONDINGLY HIGHER LEVEL OR AT A LOWER LEVEL OF MORAL DEVELOPMENT. THE LEVELS OF MORAL DEVELOPMENT WERE NOT SHOWN TO ADVANCE SIGNIFICANTLY OVER THE LEVELS OF COGNITIVE DEVELOPMENT. (AUTHOR/EB)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

ED105890

TITLE: MORAL DEVELOPMENT AND THE LITERARY INTERESTS OF ADOLESCENT READERS.

PERSONAL AUTHOR: SCHARF, PETER

PUBLICATION DATE: 75

DESCRIPTIVE NOTE: 12P.; REVISED VERSION OF A PAPER PRESENTED AT THE ANNUAL MEETING OF THE CALIFORNIA LIBRARY ASSOCIATION (76TH, SAN DIEGO, CALIFORNIA, OCTOBER 1974)

DESCRIPTORS: ADOLESCENT LITERATURE; *ADOLESCENTS; LIBRARIANS; LIBRARIES; LITERATURE; *MORAL DEVELOPMENT; MORAL VALUES; *READING INTERESTS

IDENTIFIER: *KOHLBERG (LAWRENCE)

ABSTRACT: A CLUE TO THE RELATIONSHIP OF LITERATURE TO ADOLESCENT DEVELOPMENT MAY LIE IN AN UNDERSTANDING OF THE ADOLESCENT'S EVOLVING MORAL CONSCIENCE. AS THE ADOLESCENT MATURES IN TERMS OF MORAL THINKING, THE MEANING OF PARTICULAR LITERARY EXPERIENCES MAY SHIFT DRAMATICALLY. ACCORDING TO THE THEORY DEVELOPED BY KOHLBERG AT HARVARD UNIVERSITY, INDIVIDUALS IN A NUMBER OF DIFFERENT SOCIETIES MOVE SEQUENTIALLY THROUGH EACH OF SIX MORAL STAGES. AT EACH STAGE, PARTICULAR LITERARY ISSUES ARE ESPECIALLY SALIENT. ADOLESCENTS CAN BE EXPECTED TO MOVE THROUGH THE LITERATURE OF SOCIAL EXPECTATION (RELATED TO CONVENTIONAL MORAL THOUGHT), THE LITERATURE OF SOCIAL REVOLT (RELATED TO THE TRANSITION BETWEEN CONVENTIONAL AND POST-CONVENTIONAL MORAL THOUGHT), AND THE LITERATURE OF AFFIRMATION (RELATED TO POST-CONVENTIONAL MORAL THOUGHT). IF LIBRARIES CAN ENCOURAGE MEANINGFUL PERSONAL SEARCHES AMONG YOUNG PEOPLE, THEY CAN PLAY A VITAL ROLE IN THE PROCESS OF MORAL DEVELOPMENT. (AUTHOR/PF)

EDRS PRICE: EDRS PRICE MF--$0.76 HC-$1.58 PLUS POSTAGE

ED105395

TITLE: SELECTING BOOKS TO PROMOTE MORAL DEVELOPMENT.

PERSONAL AUTHOR: EDWARDS, AUDREY T.

PUBLICATION DATE: 16 MAY 75

DESCRIPTIVE NOTE: 10P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE INTERNATIONAL READING ASSOCIATION (20TH, NEW YORK CITY, MAY 13-16, 1975)

DESCRIPTORS: *CHILDRENS LITERATURE; ELEMENTARY EDUCATION; *GUIDELINES; *MORAL DEVELOPMENT; MORAL VALUES; PERSONAL GROWTH; *READING; READING IMPROVEMENT; *READING INSTRUCTION; TEACHING TECHNIQUES

ABSTRACT: THIS PAPER PRESENTS SOME THEORETICAL BACKGROUND AND PRACTICAL GUIDELINES FOR THE TEACHER CHOOSING LITERATURE CONCERNED WITH HUMAN VALUES. KOHLBERG'S THEORY OF MORAL DEVELOPMENT, WHICH POSTULATES SEVEN STAGES OF DEVELOPMENT, IS DESCRIBED, AND A DISCUSSION ON HOW LITERATURE CAN BE USED TO FURTHER MORAL DEVELOPMENT AT EACH STAGE IS PRESENTED. EVALUATION TECHNIQUES DISCUSSED INCLUDE ASSESSING THE LEVEL OF MORAL DEVELOPMENT OF BOTH THE AUDIENCE AND THE LITERARY CHARACTERS. SAMPLES OF EFFECTIVE LITERATURE ARE ALSO PRESENTED. (WR)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

ED104738

TITLE: EXPLANATIONS OF DEVELOPMENTAL CHANGE APPLIED TO EDUCATION: ATMOSPHERES FOR MORAL DEVELOPMENT.

PERSONAL AUTHOR: LENGEL, JAMES G.

PUBLICATION DATE: 74

DESCRIPTIVE NOTE: 36P.; FOR A RELATED DOCUMENT, SEE SO 008 194

DESCRIPTORS: *CLASSROOM ENVIRONMENT; CLASSROOM OBSERVATION TECHNIQUES; CLASSROOM RESEARCH; COGNITIVE DEVELOPMENT; *DEVELOPMENTAL PSYCHOLOGY; EDUCATIONAL PRACTICE; EDUCATIONAL THEORIES; *ENVIRONMENTAL CRITERIA; GROWTH PATTERNS; *MORAL DEVELOPMENT; SOCIAL DEVELOPMENT; *TEACHING MODELS

IDENTIFIER: KOHLBERG (LAWRENCE)

ABSTRACT: MORAL DEVELOPMENT THEORY, BASED ON THE WORK OF KOHLBERG AND OTHERS, OFFERS AN APPROACH TO GROWTH AND STAGE CHANGE WHICH MAY BE APPLIED TO THE EVERYDAY SCHOOLING PROCESS. ALTHOUGH THERE ARE NOW FOUR GENERAL WAYS IN WHICH THEORY OF DEVELOPMENTAL CHANGE IS CURRENTLY BEING APPLIED, THIS PAPER PROPOSES AN ALTERNATIVE APPLICATION OF THE STAGE TRANSITION ASPECTS OF MORAL DEVELOPMENT THEORY. IN THE MAJOR PORTION OF THE DOCUMENT, THE AUTHOR PRESENTS A PROPOSAL FOR A "DEVELOPMENTAL ATMOSPHERES" APPROACH, VIEWING THE ELEMENTARY CLASSROOM AS A TOTAL SOCIAL ENVIRONMENT WHERE A STUDENT'S MORAL DEVELOPMENT OCCURS. THIS PLAN FOR MOVEMENT FROM THEORY TO PROGRAM REALITY FOR THE STAGE-TRANSITION ASPECT OF MORAL DEVELOPMENT THEORY DEFINES THE NATURE OF A SOCIALLY STIMULATING ENVIRONMENT THROUGH THEORETICAL DEFINITION OF HOW STAGE CHANGE OCCURS. FURTHER, THE PLAN EXPLAINS HOW THE CONNECTION BETWEEN THEORY AND PRACTICE CAN BE MADE THROUGH FOUR PHASES OF A MODEL: (1) DESCRIPTION OF ESSENTIALS OF THE THEORETICAL EXPLANATIONS OF STAGE CHANGE; (2) DESCRIPTION OF CONDITIONS FOR CHANGE EVIDENT IN THIS THEORETICAL EXPLANATION -- INTERACTION, CONFLICT, +1 REASONING, AND RESTRUCTURING; (3) TRANSLATION OF THE FOUR GENERAL CONDITIONS INTO CLASSROOM PROCESS OBJECTIVES WHICH CAN BE USED FOR OBSERVATION -- CATEGORIZING THEM BY GENERAL CLASSROOM PROCEDURES, CHILDREN'S WORK ACTIVITIES, THE NATURE OF CLASS DISCUSSION, AND TEACHER'S ACTION; AND (4) VALIDATION OF THE OBSERVATION INSTRUMENT BY DATA COLLECTION, ANALYSIS OF DATA, AND DISCUSSION. (AUTHOR/ND)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

ED104562

TITLE: THE SOCIALIZATION PROCESS IN PRE-SCHOOL.

PERSONAL AUTHOR: KARRBY, GUNNI; AND OTHERS

PUBLICATION DATE: OCT 74

JOURNAL CITATION: SCHOOL RESEARCH NEWSLETTER; N18 OCT 1974

DESCRIPTIVE NOTE: 17P.; BEST COPY AVAILABLE

DESCRIPTORS: CITIZENSHIP; *DEMOCRATIC VALUES; *EARLY CHILDHOOD EDUCATION; GROUP DISCUSSION; *GROUP RELATIONS; INTERACTION PROCESS ANALYSIS; MORAL DEVELOPMENT; *PROGRAM DESCRIPTIONS; ROLE PLAYING; *SOCIALIZATION; TEACHER ROLE; VALUES

IDENTIFIER: *SWEDEN

ABSTRACT: THIS DOCUMENT DESCRIBES SWEDISH PRESCHOOL "INSIGHT AND PARTNERSHIP PROGRAMMES" DESIGNED TO DEVELOP SOCIAL AND MORAL VALUES CONCOMITANT WITH A DEMOCRATIC SOCIETY. THE PROGRAMS WERE TRIED OUT IN SIX PRESCHOOL GROUPS OF 18 TO 20 6-YEAR-OLD CHILDREN. THE "INSIGHT PROGRAMME" WAS MADE UP OF SUGGESTIONS AND INSTRUCTIONS CONCERNING GAMES, ACTIVITIES, READING, AND CONVERSATION. THE TEACHERS WERE INSTRUCTED TO RELATE THE CONTENT TO THE CHILDREN'S OWN EXPERIENCES. THREE MAIN AREAS WERE INVOLVED: KNOWLEDGE OF SELF, KNOWLEDGE OF OTHERS, AND EXPERIENCES IN THE FAMILY. CHILDREN WERE INTERVIEWED BEFORE AND AFTER THE PROGRAM. THE "PARTNERSHIP PROGRAMME" OFFERED SUGGESTIONS AND METHODOLOGICAL INSTRUCTIONS FOR THE TEACHER TO USE IN ENCOURAGING 3 OR 4 CHILDREN TO ROLE PLAY WITH PUPPETS IN CONFLICT SITUATIONS. THE TEACHER INDUCED THE CHILDREN TO REFLECT ON PARTNERSHIP ACTIVITIES AND IMPROVE THEM THROUGH PUPPET DRAMA. SYSTEMATIC OBSERVATIONS WERE MADE BEFORE AND AFTER THE PARTNERSHIP EXERCISES. GENERALLY, THE RESULTS SHOWED THAT ALTHOUGH THE CHILDREN INCREASED THEIR KNOWLEDGE IN ALL SECTORS, THEY GAVE MORE ANSWERS SUGGESTIVE OF GREATER INSIGHT INTO SUCH QUESTIONS AS THE MOTIVES, FEELINGS, AND CAUSES OF HANDICAPS. A SUBSEQUENT PROJECT HAS FOCUSED ON THE ATTITUDE STRUCTURE AND ROLE APPREHENSION OF THE PRESCHOOL TEACHER. (CS)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

INSTITUTION NAME: GOTHENBURG SCHOOL OF EDUCATION (SWEDEN).

ED103284

TITLE: VALUES EDUCATION: APPROACHES AND MATERIALS.

PERSONAL AUTHOR: SUPERKA, DOUGLAS P.; JOHNSON, PATRICIA L.

PUBLICATION DATE: 75

DESCRIPTIVE NOTE: 164P.

DESCRIPTORS: *ANNOTATED BIBLIOGRAPHIES; BIBLIOGRAPHIES; CLASSIFICATION; CURRICULUM DEVELOPMENT; *CURRICULUM EVALUATION; EDUCATION; ELEMENTARY SECONDARY EDUCATION; INSTRUCTIONAL MATERIALS; LEARNING ACTIVITIES; *MORAL DEVELOPMENT; *SOCIAL SCIENCES; SOCIAL STUDIES; TEACHER EDUCATION; TEACHING TECHNIQUES; TYPOLOGY; *VALUES

ABSTRACT: THE DIFFICULTY OF INTELLIGENTLY AND SYSTEMATICALLY SELECTING FROM THE OVERWHELMING CURRICULUM AND TEACHER BACKGROUND MATERIALS BEING PRODUCED AND DISSEMINATED IN VALUES EDUCATION IS A PROBLEM FOR EDUCATORS AND TEACHERS. THIS BOOK FOCUSES ON ALLEVIATING THE PROBLEM, MAKING THE CHOICE EASIER FOR USERS OF VALUES MATERIALS. CHAPTER ONE DESCRIBES A TYPOLOGY OR CLASSIFICATION SCHEME CONSISTING OF FIVE VALUES EDUCATION APPROACHES--INCULCATION, MORAL DEVELOPMENT, ANALYSIS, CLARIFICATION, AND ACTION LEARNING--AND EXPLAINS EACH IN TERMS OF ITS RATIONALE AND PURPOSE, TEACHING METHODS AND INSTRUCTIONAL MODEL, AN ILLUSTRATIVE LEARNING ACTIVITY, AND CHARACTERISTIC CURRICULUM MATERIALS AND PROGRAMS. CHAPTER TWO PRESENTS AND EXPLAINS AN ORIGINAL INSTRUMENT FOR ANALYZING VALUES EDUCATION MATERIALS IN TERMS OF THEIR DESCRIPTIVE CHARACTERISTICS, RATIONALE AND OBJECTIVES, PRECONDITIONS AND USABILITY, CONTENT, PROCEDURES AND ACTIVITIES, AND EVALUATION. EDUCATORS CAN USE THIS MULTIPLE-CHOICE/SHORT-ANSWER FRAMEWORK TO OBTAIN IN-DEPTH ANALYSES OF VALUES EDUCATION MATERIALS. SUMMARIES OF ANALYSES OF 13 SETS OF MATERIALS ARE INCLUDED, EACH REFLECTING ONE OF THE FIVE VALUES EDUCATION APPROACHES. THE THIRD AND FINAL CHAPTER IS AN EXTENSIVE, MOSTLY ANNOTATED BIBLIOGRAPHY OF OVER 200 STUDENT CURRICULUM MATERIALS, TEACHER GUIDES, AND THEORETICAL BACKGROUND MATERIALS IN VALUES EDUCATION AVAILABLE THROUGH COMMERCIAL PUBLISHERS AND/OR THE ERIC SYSTEM, AND CLASSIFIED ACCORDING TO THE APPROACH THEY PRIMARILY REFLECT. (AUTHOR/JR)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$8.24 PLUS POSTAGE

AVAILABILITY: SOCIAL SCIENCE EDUCATION CONSORTIUM, INC., 855 BROADWAY, BOULDER, COLORADO 80302 (SSEC #176, $5.00)

INSTITUTION NAME: ERIC CLEARINGHOUSE FOR SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION, BOULDER, COLO.; SOCIAL SCIENCE EDUCATION CONSORTIUM, INC., BOULDER, COLO.

SPONSORING AGENCY NAME: NATIONAL INST. OF EDUCATION (DHEW), WASHINGTON, D.

ED102455

TITLE: A COGNITIVE-DEVELOPMENTAL APPROACH TO ALTRUISM.

PERSONAL AUTHOR: LICKONA, THOMAS

PUBLICATION DATE: SEP 74

DESCRIPTIVE NOTE: 19P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (82ND, NEW ORLEANS, LOUISIANA, AUGUST 1974)

DESCRIPTORS: *ALTRUISM; *COGNITIVE DEVELOPMENT; *HUMANISM; *INTERPERSONAL RELATIONSHIP; *MORAL DEVELOPMENT; RESEARCH REVIEWS (PUBLICATIONS); SOCIAL ATTITUDES; SPEECHES; STATE OF THE ART REVIEWS

ABSTRACT: THIS PAPER PRESENTS THE POSITION THAT CONCERN FOR OTHERS IS FUNDAMENTALLY A MATTER OF COGNITIVE DEFINITION OF ONE'S RELATIONSHIP TO AND RESPONSIBILITY FOR OTHER HUMAN BEINGS. ALTRUISM CHANGES AS A FUNCTION OF AN INDIVIDUAL'S OVERALL LEVEL OF COGNITIVE-MORAL DEVELOPMENT. THERE ARE SIX FORMS OF ALTRUISM, CORRESPONDING TO KOHLBERG'S SIX SEQUENTIAL MORAL STAGES--MOVING FROM A BELIEF THAT EVERYONE IS RESPONSIBLE FOR HIS OWN WELFARE TO A FULLY UNIVERSALIZED CONCERN FOR OTHERS THAT TRANSCENDS PERSONAL OR GROUP TIES, SUCH AS WAS DISPLAYED BY THE GOOD SAMARITAN. RESEARCH IS REVIEWED WHICH DEMONSTRATES A STRONG RELATIONSHIP BETWEEN A PERSON'S STAGE OF MORAL REASONING AND HIS RESPONSE TO A VICTIM IN DISTRESS. THE PAPER CONCLUDES, HOWEVER, THAT ALTRUISM WHICH SERVES THE INTEREST OF OTHERS AT THE EXPENSE OF THE SELF GOES BEYOND THE REQUIREMENTS OF MORALITY INTO THE REALM OF LOVE. STATEMENTS OF MARTIN LUTHER KING ARE CITED IN SUPPORT OF THIS THESIS. (AUTHOR)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

ED101853

TITLE: DEVELOPMENT IN THE PRESCHOOL YEARS: A FUNCTIONAL ANALYSIS.

PERSONAL AUTHOR: BIJOU, SIDNEY W.

PUBLICATION DATE: 1 SEP 74

DESCRIPTIVE NOTE: 24P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (82ND, NEW ORLEANS, LOUISIANA, AUG. 30-SEPT. 3, 1974)

DESCRIPTORS: *BEHAVIORAL SCIENCE RESEARCH; *BEHAVIOR DEVELOPMENT; BEHAVIOR PATTERNS; *CHILD DEVELOPMENT; COGNITIVE DEVELOPMENT; *HUMAN DEVELOPMENT; MATURATION; MODELS; MORAL DEVELOPMENT; *PRESCHOOL CHILDREN; PSYCHIATRY; REACTIVE BEHAVIOR; SOCIAL BEHAVIOR; SOCIALIZATION; STIMULUS BEHAVIOR

IDENTIFIER: *SYSTEMS ANALYSIS (DEVELOPMENTAL)

ABSTRACT: HUMAN DEVELOPMENT FROM ABOUT AGES 2 TO 5 IS PRESENTED IN TERMS OF THE HISTORY OF A CHILD CONCEPTUALIZED IN TERMS OF STIMULUS AND RESPONSE FUNCTIONS AND HIS INTERACTIONS IN CURRENT SITUATIONS WHICH CONSIST OF ORGANISMIC, PHYSICAL, AND SOCIAL CONDITIONS. THE CONCEPTS DESCRIBING THE CHANGES THAT OCCUR DURING THIS DEVELOPMENTAL PERIOD, SUCH AS EXPLORATORY BEHAVIOR, COGNITIVE BEHAVIOR, AND MORAL BEHAVIOR ARE INVARIABLY CAST IN NONOBSERVABLE TERMS INDIGENOUS TO THE PSYCHOANALYTIC, SOCIAL LEARNING, AND COGNITIVE APPROACHES. TO MAKE THEM CONSISTENT WITH THE OBJECTIVES, ASSUMPTIONS, AND PRINCIPLES OF A FUNCTIONAL ANALYSIS OF BEHAVIOR, THESE CONCEPTS MUST BE REANALYZED AND REDEFINED. THE RESULTING REFORMULATIONS WOULD HAVE EXTENSIVE IMPLICATIONS FOR RESEARCH AND FOR PRACTICAL APPLICATIONS. (AUTHOR/CS)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.58 PLUS POSTAGE

ED099300

TITLE: BUT THE EARTH ABIDETH FOREVER: VALUES IN ENVIRONMENTAL EDUCATION.

PERSONAL AUTHOR: ALLEN, RODNEY F.

DESCRIPTIVE NOTE: 37P.

DESCRIPTORS: EDUCATIONAL OBJECTIVES; ELEMENTARY EDUCATION; ENVIRONMENTAL CRITERIA; *ENVIRONMENTAL EDUCATION; ETHICAL VALUES; *HUMANISTIC EDUCATION; *MORAL DEVELOPMENT; MORAL VALUES; PERSONAL VALUES; QUESTIONING TECHNIQUES; SECONDARY EDUCATION; SOCIAL VALUES; TEACHING MODELS; *TEACHING TECHNIQUES; *VALUES

ABSTRACT: THIS DOCUMENT DESCRIBES HOW ENVIRONMENTAL EDUCATORS CAN INCORPORATE VALUES EDUCATION INTO THEIR CLASSROOMS. AFTER ANALYZING KOHLBERG'S STAGES OF MORAL DEVELOPMENT, THE FIRST SECTION OF THE PAPER STRESSES THAT THE ENVIRONMENTAL EDUCATOR NEEDS TO FACILITATE STUDENT DIALOGUE AND REASONING APPROPRIATE TO THE STUDENT'S MORAL STAGE AND TO ENCOURAGE PROGRESS TO THE NEXT LEVEL. SEVEN VALUES OBJECTIVES ARE PROVIDED FOR THE TEACHER THAT INCLUDE THE DEVELOPMENT OF EQUALITY, EMPATHY, FACTUAL KNOWLEDGE, SOCIAL ETHICAL PRINCIPLES, PERSONAL ETHICAL PRINCIPLES, MORAL JUDGMENTS AND RESOLUTIONS, AND ACTION. TEN SPECIFIC TEACHING PROCESSES FOR GUIDING THE CLASSROOM TEACHERS IN DEVELOPING QUESTIONS FOR STUDENT REFLECTION ARE PRESENTED. THE FIRST THREE INSTRUCTIONAL MODELS SET FORTH PROCESSES FOR TEACHING BASIC SKILLS FOR ETHICAL ANALYSIS AND REASONING. THE THREE PROCESSES WHICH FOLLOW STRESS AN EMPATHETIC MODE FOR UNDERSTANDING OTHERS' VALUES AND FEELINGS. THE NEXT TWO PROCESSES INVOLVE CONTEMPLATING STRESSING INTROSPECTION AND SHAPING OF ONE'S OWN ETHOS AND WORLDVIEW. THE LAST TWO ARE ANALYTIC, DEMANDING THE STUDENT TO SET FORTH THE REASON AND PRINCIPLES WHICH WARRANT HIS PARTICULAR JUDGMENT AND THEN DEFEND THESE REASONS IN WAYS APPROPRIATE TO HIS MORAL DEVELOPMENT. (AUTHOR/DE)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

ED099112

TITLE: A DEVELOPMENTAL-INTERACTIONIST PERSPECTIVE TO MORAL VALUES: SOME RESULTS WITH EXPLORATORY STUDIES IN PRIMARY AND SECONDARY SCHOOL YEARS.

PERSONAL AUTHOR: SULLIVAN, EDMUND

PUBLICATION DATE: 20 JUN 74

DESCRIPTIVE NOTE: 41P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN MONTESSORI SOCIETY (BOSTON, MASSACHUSETTS, JUNE 20, 1974)

DESCRIPTORS: CURRICULUM DEVELOPMENT; DEVELOPMENTAL PSYCHOLOGY; EDUCATIONAL EXPERIMENTS; EDUCATIONAL NEEDS; *ELEMENTARY SCHOOL STUDENTS; *ETHICAL INSTRUCTION; ETHICS; *HIGH SCHOOL STUDENTS; LOCUS OF CONTROL; MODELS; *MORAL DEVELOPMENT; *MORAL VALUES; SOCIAL ATTITUDES; TEACHING TECHNIQUES

IDENTIFIER: *KOHLBERG (LAWRENCE); PIAGET (JEAN)

ABSTRACT: THIS PAPER DESCRIBES A RESEARCH PROJECT IN WHICH A MORAL EDUCATION CURRICULUM WAS INCORPORATED INTO PRIMARY AND SECONDARY SCHOOL CLASSROOMS IN FOUR SCHOOLS IN THE TORONTO AREA. THE BACKGROUND THEORY WHICH IS PRESENTED IS DEVELOPMENTAL IN PERSPECTIVE. THE INTERACTIONIST VIEWPOINT, AN IMPORTANT ASPECT OF THE THEORY, STATES THAT DEVELOPMENT IS JOINTLY DETERMINED BY THE INTERACTION OF INTERNAL AND EXTERNAL FACTORS. TWO CONCEPTUAL SCHEMES OF THE STAGES OF MORAL DEVELOPMENT ARE PRESENTED AS FORMULATED BY PIAGET AND KOHLBERG. A THEORETICAL MODEL IS DESCRIBED AND EXPLAINED AS IT RELATES TO THE MORAL EDUCATION PROGRAMMING USED IN THE STUDY. TWO GENERAL EDUCATIONAL APPROACHES WERE EMPLOYED: (1) MINI-COURSES ON VALUES ISSUES IN WHICH THE DETERMINATION OF COURSE CONTENT AND STRUCTURE REVOLVED AROUND TEACHER AND STUDENT LEARNING, AND (2) AN "EVENT" APPROACH IN WHICH THE RESEARCHERS PROVIDED A VARIETY OF LEARNING ACTIVITIES BASED ON EVIDENCE OF THE STUDENTS' STAGE OF DEVELOPMENT. PRE- AND POSTTESTS USED TO DETERMINE THE STAGE AT WHICH EACH CHILD WAS THINKING WERE ANALYZED STATISTICALLY. THE RESULTS, PRESENTED IN TABLE FORM, ARE DISCUSSED IN TERMS OF THE STAGES OF MORAL DEVELOPMENT. (SDH)

EDRS PRICE: EDRS PRICE MF-$0.76 HC-$1.95 PLUS POSTAGE

ED097959

TITLE: A DEVELOPMENTAL APPROACH TO INTERPERSONAL AND MORAL AWARENESS IN YOUNG CHILDREN: SOME THEORETICAL AND EDUCATIONAL PERSPECTIVES. FIRST DRAFT.

PERSONAL AUTHOR: SELMAN, ROBERT L.

PUBLICATION DATE: 20 JUN 74

DESCRIPTIVE NOTE: 33P.; PAPER PRESENTED AT THE NATIONAL SEMINAR OF THE AMERICAN MONTESSORI SOCIETY (BOSTON, MASSACHUSETTS, JUNE 1974)

DESCRIPTORS: *CHILDREN; *COGNITIVE DEVELOPMENT; *DEVELOPMENTAL PSYCHOLOGY; EDUCATIONAL PRACTICE; EMPATHY; IDENTIFICATION (PSYCHOLOGICAL); *INTERPERSONAL RELATIONSHIP; *MORAL DEVELOPMENT; MORAL VALUES; PERCEPTION; SELF CONCEPT

IDENTIFIER: *PIAGET (JEAN)

ABSTRACT: THIS PAPER DEALS WITH SOME OF THE SOCIAL AND EDUCATIONAL IMPLICATIONS OF PIAGET'S CONCEPT OF "STAGES", (AS FORMULATED IN STRUCTURAL-DEVELOPMENTAL PSYCHOLOGY) AND FOCUSES ON A BASIC ASPECT OF INTERPERSONAL COGNITION—SOCIAL PERSPECTIVE-TAKING ABILITY. THE ANALYSIS EMPHASIZES THE STRUCTURE OF SOCIAL UNDERSTANDING RATHER THAN THE CONTENT, THE ABILITY TO CONCEIVE OF SUBJECTIVE PERSPECTIVES RATHER THAN THE ACCURACY OF PERSON PERCEPTION. FROM A LONGITUDINAL STUDY OF CHILDREN, AGED FOUR YEARS THROUGH YOUNG ADULTHOOD, FOUR LEVELS OF INTERPERSONAL PERSPECTIVE-TAKING IN CHILDREN PRIOR TO ADOLESCENCE ARE IDENTIFIED: (1) EGOCENTRIC PERSPECTIVE-TAKING, (2) SUBJECTIVE PERSPECTIVE-TAKING, (3) SELF-REFLECTIVE PERSPECTIVE-TAKING, AND (4) MUTUAL PERSPECTIVE-TAKING. IN A SECOND STUDY, SUBJECTS RESPONDED TO FILMED, SOCIO-MORAL DILEMMAS. ON THE BASIS OF THE RESPONSES, THE LEVELS OF INTERPERSONAL PERSPECTIVE-TAKING WERE RELATED TO MORAL CONCEPTIONS IN CHILDREN. THE LAST HALF OF THE PAPER CONCENTRATES ON THE EDUCATIONAL IMPLICATIONS OF THE SEQUENCE OF PERSPECTIVE-TAKING LEVELS, PARTICULARLY SOCIAL-CONCEPTUAL CONFLICT AND EXPOSURE TO REASONING SLIGHTLY ABOVE THE CHILD'S OWN LEVEL. A PEER-ORIENTED DEVELOPMENTAL PROGRAM FOR SOCIAL EDUCATION IS PRESENTED, ALONG WITH A DESCRIPTION OF THE TEACHER'S ROLE IN SOCIAL EDUCATION AND SOME PILOT RESEARCH WHICH EVALUATES THE AUTHOR'S PROCEDURES. (CS)

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

ED097269

TITLE: MORAL AND VALUES EDUCATION. BIBLIOGRAPHIES IN EDUCATION, NO. 44.

PUBLICATION DATE: MAY 74

DESCRIPTIVE NOTE: 29P.

DESCRIPTORS: ATTITUDES; *BELIEFS; CHEATING; COGNITIVE DEVELOPMENT; CURRICULUM DEVELOPMENT; EDUCATIONAL OBJECTIVES; *ETHICAL INSTRUCTION; ETHICAL VALUES; *INDIVIDUAL DEVELOPMENT; *MORAL DEVELOPMENT; MORAL VALUES; TEACHING; *VALUES

IDENTIFIER: *VALUES EDUCATION

ABSTRACT: SOURCES CONSULTED IN PREPARING THIS BIBLIOGRAPHY OF EDUCATION MATERIAL RELATED TO THE TEACHING OF MORAL OR VALUES EDUCATION INCLUDE THE "BIBLIOGRAPHIE DE QUEBEC," "BRITISH EDUCATION INDEX," THE "CANADIAN EDUCATION INDEX," THE "CUMULATIVE BOOK INDEX," THE "CURRENT INDEX TO JOURNALS IN EDUCATION," THE "DIRECTORY OF EDUCATION STUDIES IN CANADA," THE "EDUCATION INDEX," "RESEARCH IN EDUCATION," AND "RESEARCH STUDIES IN EDUCATION." THE PERIOD COVERED IS APPROXIMATELY FIVE YEARS, FROM 1968 TO 1973. THE 414 CITATIONS ARE ARRANGED ALPHABETICALLY BY AUTHOR IN THREE CATEGORIES: BOOKS, ARTICLES, AND THESES. ERIC MATERIALS INCLUDE ERIC DOCUMENT (ED) NUMBERS AND AVAILABILITY STATEMENTS; DOCUMENTS THAT ARE A PART OF THE LIBRARY OF THE CANADIAN TEACHERS' FEDERATION ARE INDICATED BY ASTERISKS. (JH)

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

INSTITUTION NAME: CANADIAN TEACHERS' FEDERATION, OTTAWA (ONTARIO).

ED097127

TITLE: AN EVALUATION OF A COGNITIVE-DEVELOPMENTAL VALUES CURRICULUM FOR PRIMARY GRADE CHILDREN.

PERSONAL AUTHOR: LIEBERMAN, MARCUS; SELMAN, ROBERT L.

PUBLICATION DATE: APR 74

DESCRIPTIVE NOTE: 10P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (59TH, CHICAGO, ILLINOIS, APRIL 1974)

DESCRIPTORS: ABSTRACTION LEVELS; *ABSTRACT REASONING; *COGNITIVE DEVELOPMENT; CULTURE CONFLICT; *CURRICULUM DEVELOPMENT; FILMSTRIPS; INTERVIEWS; LOWER CLASS; MIDDLE CLASS; MORAL DEVELOPMENT; *MORAL VALUES; *PRIMARY EDUCATION; SOCIAL PROBLEMS

ABSTRACT: THIS STUDY OF THE COGNITIVE-DEVELOPMENTAL APPROACH TO PRIMARY GRADE VALUE EDUCATION EMPHASIZES THE INVOLVEMENT OF THE REASONING PROCESS IN SOLVING MORAL DILEMMAS. THIS APPROACH IS IN CONTRAST TO THOSE WHICH FOCUS ON CLARIFYING VALUES AND DEVELOPING AN AWARENESS OF OTHER CULTURES' VALUES. EDUCATIONAL INTERVENTION IN THE COGNITIVE-DEVELOPMENTAL APPROACH IS BASED ON THE PRINCIPALS OF CONFLICT AND NEAR-MATCHING, AND PRESENTED THROUGH THE MEDIA OF SOUND FILMSTRIPS, DEBATE, AND OPEN DISCUSSION. BOTH "EXPERT TEACHERS" (THOSE TRAINED IN COGNITIVE DEVELOPMENTAL THEORY AND EXPERIENCED WITH PRIMARY GRADE CHILDREN), AND LAY TEACHERS CONDUCTED THE STUDY'S BIWEEKLY SESSIONS. UNITS PRESENTED COVERED THE MORAL TOPICS OF TRUTH TELLING, SHARING AND TAKING TURNS, PROMISE KEEPING, PROPERTY RIGHTS, AND RULES. RESULTS SHOW THAT, WHILE CHANGE TO A HIGHER STAGE IN REASONING MAY BE GREATER WITH A TEACHER WHO IS FAMILIAR WITH THE STAGE THEORY AND IS INTERESTED IN THE PROGRAM THAN WITH ONE WHO HAS JUST READ THE TRAINING MANUAL, THE TWO GROUPS DID NOT DIFFER SIGNIFICANTLY. (CS)

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

ED095999

TITLE: COGNITIVE-DEVELOPMENTAL APPROACHES TO MORAL EDUCATION: A SOCIAL ETHICAL ANALYSIS.

PERSONAL AUTHOR: ORR, JOHN B.

PUBLICATION DATE: 73

DESCRIPTIVE NOTE: 25P.

DESCRIPTORS: *CULTURAL PLURALISM; CULTURE CONFLICT; DEVELOPMENTAL PSYCHOLOGY; *EDUCATIONAL THEORIES; *ELEMENTARY EDUCATION; MATURATION; *MORAL DEVELOPMENT; MORAL VALUES; SCHOOL COMMUNITY RELATIONSHIP; *SCHOOL RESPONSIBILITY; SOCIALIZATION

IDENTIFIER: KOHLBERG (LAWRENCE); *PIAGET (JEAN)

ABSTRACT: THIS ESSAY CRITICALLY VIEWS THE PRESCRIPTIONS OF JEAN PIAGET AND LAWRENCE KOHLBERG CONCERNING MORAL EDUCATION WITHIN THE PUBLIC SCHOOLS. PIAGET'S PARADIGM OF THE MORAL LIFE IS ELABORATED, AND HIS PRESCRIPTIVE THEORIES FOR THE SCHOOLS ARE PRESENTED. IN CONTRAST TO DURKHEIM, PIAGET ARGUES THAT SCHOOLS SHOULD RESIST ADULT-IMPOSED MORAL RULES WHENEVER POSSIBLE, AND MUST NOT ASSUME THE RESPONSIBILITY FOR REPRESENTING THE VALUES OF THE LARGER SOCIETY. THE AUTHOR CONTENDS THAT THE ARGUMENTS OF PIAGET AND KOHLBERG LEAD TO AN EDUCATIONAL SECTARIANISM, WHICH HAS THE EFFECT OF ENCOURAGING AN AUTONOMOUS INSENSITIVITY TO THE WAY IN WHICH THE POLITICAL WORLD WORKS, AND TURNS THE SCHOOL INTO AN UNREALISTIC ISOLATE WORLD. IN ADDITION, IT IS ARGUED THAT KOHLBERG'S THEORIES FOR MORAL EDUCATION ARE WHOLLY WITHIN THE FRAMEWORK OF THE LIBERAL WELFARE MODEL; THAT IS, DIRECTED TOWARD REDUCING THE NUMBER AND TREATMENT OF DEVIANTS THROUGH JUDICIARY, POLICE, WELFARE, AND PSYCHOLOGICAL SERVICES. THE EFFECT OF KOHLBERG'S THESES HAS BEEN TO COMPROMISE THE RADICALISM OF PIAGET'S INITIAL LOGIC. PIAGET'S AMERICAN COLLEAGUES, AS REPRESENTATIVES OF AN EDUCATIONALLY LIBERAL TRADITION, FIND THEMSELVES IN THE PARADOXICAL SITUATION OF ATTEMPTING TO AFFIRM THE BASIC SOUNDNESS OF PRESENT INSTITUTIONS, WHILE AT THE SAME TIME STRIVING TO USE AS MUCH OF THE SECTARIAN, RADICAL RHETORIC AS POSSIBLE. (CS)

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

ED093749

TITLE: AN EMPIRICAL EXAMINATION OF KEY ASSUMPTIONS UNDERLYING THE KOHLBERG RATIONALE FOR MORAL EDUCATION.

PERSONAL AUTHOR: LEMING, JAMES S.

PUBLICATION DATE: 16 APR 74

DESCRIPTIVE NOTE: 35P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (CHICAGO, APRIL 16, 1974)

DESCRIPTORS: *COGNITIVE DEVELOPMENT; CONFLICT RESOLUTION; CURRICULUM DEVELOPMENT; EDUCATIONAL RESEARCH; EDUCATIONAL THEORIES; INTERVIEWS; LEARNING PROCESSES; *MORAL DEVELOPMENT; *MORAL VALUES; *PROGRAM EFFECTIVENESS; *RELEVANCE (EDUCATION); SECONDARY SCHOOL STUDENTS; VALUES

IDENTIFIER: *KOHLBERG (LAWRENCE); MORAL DILEMMAS

ABSTRACT: TO SHOW THAT THERE ARE CRUCIAL ASSUMPTIONS OF THE COGNITIVE-DEVELOPMENTAL APPROACH TO MORAL EDUCATION MADE ABOUT THE NATURE OF MORAL REASONING WHICH MAY NOT BE WARRANTED, SIXTY PUBLIC SCHOOL STUDENTS RANDOMLY SELECTED FROM TWO MIDDLE SCHOOLS AND TWO HIGH SCHOOLS, WERE INTERVIEWED ON TWELVE DIFFERENT DILEMMAS. TRANSCRIPTS OF THE INTERVIEWS, DISCUSSING THREE DILEMMAS WITHIN EACH OF THE FOUR FORMS OF MORAL REASONING, WERE SCORED AND ANALYZED. FINDINGS INDICATED THAT THE COGNITIVE-DEVELOPMENTAL CLAIM OF NATURALLY OCCURRING INVARIANT DEVELOPMENT OF STAGES OF MORAL REASONING WAS CONFIRMED FOR ONLY THREE OF THE FOUR FORMS OF MORAL REASONING. RESEARCH RAISED THE FOLLOWING QUESTIONS ABOUT ASSUMPTIONS UNDERLYING KOHLBERG'S RATIONALE: WHETHER RAISING AN INDIVIDUAL'S LEVEL OF MORAL REASONING ON ONE FORM OF REASONING PRODUCES A CONCOMITANT ADVANCEMENT IN HIS REASONING ON AN ALTERNATE FORM OF REASONING; AND IF KOHLBERG'S MORAL EDUCATION PROGRAM STIMULATES THE KEY FORM OF MORAL REASONING FOR MORAL ACTION. THE CONCLUSION REACHED IS THAT FOR A MORAL EDUCATION PROGRAM TO BE MAXIMALLY EFFECTIVE, IT OUGHT TO FOCUS ON NATURALLY OCCURRING SITUATIONS WITHIN THE LIFE-SPACE OF THE STUDENTS AND ASK OF THEM DELIBERATION ABOUT THEIR PROSPECTIVE BEHAVIOR OTHER THAN TO EXCLUSIVELY FORM JUDGEMENTS ABOUT OTHERS BEHAVIOR. (AUTHOR/KSM)

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE

ED092467

TITLE: WE DON'T CALL IT MORAL EDUCATION: AMERICAN CHILDREN LEARN ABOUT VALUES.

PERSONAL AUTHOR: KUHMERKER, LISA

PUBLICATION DATE: 73

DESCRIPTIVE NOTE: 18P.

DESCRIPTORS: *DECISION MAKING; *EDUCATIONAL PHILOSOPHY; ETHICAL VALUES; *MORAL DEVELOPMENT; MORAL VALUES; PERSONAL VALUES; *SOCIAL STUDIES UNITS; SOCIAL VALUES; *VALUES

ABSTRACT: VALUES EDUCATION HAS BECOME AN IMPORTANT THEME IN SOCIAL STUDIES EDUCATION IN RECENT YEARS. ALTHOUGH LONG IGNORED, MORAL EDUCATION, AS THE BRITISH CALL IT, IS BEING EMPHASIZED AS THE PRESSURES ON AND NEEDS OF CHILDREN IN A FAST-PACED SOCIETY HAVE BECOME EVIDENT. PROFESSIONAL ORGANIZATIONS HAVE CONDUCTED WORKSHOPS ON THE TOPIC OF VALUES EDUCATION. ON THE "HOW TO" LEVEL, THE AMERICANS HAVE PRODUCED A VARIETY OF PROGRAMS, CURRICULUM MATERIALS, AND TEACHER GUIDES THAT ARE OF USE TO THE SOCIAL STUDIES TEACHER. SOURCES OF SUCH MATERIALS INCLUDE THE SOCIAL SCIENCE EDUCATION CONSORTIUM'S "DATA BOOK" AND THE NOVEMBER 1973 ISSUE OF "SOCIAL EDUCATION." A VARIETY OF BOOKS IN EDUCATION DEALING WITH INCREASING OPTIONS IN TEACHING ARE RELEVANT TO MORAL EDUCATORS. PROJECTS SUCH AS "MAN: A COURSE OF STUDY" INCLUDE EXTENSIVE TEACHER TRAINING PROGRAMS. AS VALUES EDUCATION GAINS A LEGITIMATE PLACE IN THE CURRICULUM, TEACHERS WILL FEEL INCREASINGLY FREE ABOUT INCORPORATING A VALUE ORIENTATION INTO OTHER PARTS OF THEIR REGULAR CURRICULUM. (JH)

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

ED091261

TITLE: MORAL DILEMMAS AND THE ENVIRONMENT.

PERSONAL AUTHOR: PIBURN, MICHAEL D.

PUBLICATION DATE: 73

DESCRIPTIVE NOTE: 8P.; PAPER PRESENTED AT THE NATIONAL COUNCIL FOR SOCIAL STUDIES (SAN FRANCISCO, NOVEMBER 19-24, 1973); CONTENT CHOSEN FROM "THE ENVIRONMENT: A HUMAN CRISIS," 1974, BY MICHAEL PILBURN

DESCRIPTORS: CHILD DEVELOPMENT; CONFLICT RESOLUTION; *ENERGY CONSERVATION; *ENVIRONMENTAL EDUCATION; MODELS; MORAL DEVELOPMENT; *MORAL ISSUES; MORAL VALUES; *PROBLEM SOLVING; QUESTIONING TECHNIQUES; TEACHING TECHNIQUES

IDENTIFIER: *DILEMMAS; *MORAL REASONING

ABSTRACT: STAGES OF MORAL REASONING THROUGH WHICH CHILDREN DEVELOP, AS RESEARCHED BY DEVELOPMENTAL PSYCHOLOGISTS JEAN PIAGET AND LAWRENCE KOHLBERG, ARE OUTLINED IN THE INTRODUCTION OF THIS PAPER. THE SIX STAGES ARE DEFINED AND EXEMPLIFIED BY THE MORAL ISSUE OF THE VALUE OF HUMAN LIFE. THE DEVELOPMENTAL MODEL, AS IT IS ARGUED, IS SUITABLE FOR INSTRUCTION IN SCHOOLS FOR DEVELOPING HIGHER LEVELS OF MORALITY IN CHILDREN BY INTERVENTION CHALLENGING THE STUDENT AT ONE LEVEL OF MORAL REASONING ABOVE THAT AT WHICH HE IS OPERATING. THE AREA OF ENVIRONMENTAL EDUCATION IN PARTICULAR APPEARS AS HAVING APPROPRIATE CONTENT AROUND WHICH TO DESIGN A SERIES OF MORAL DILEMMAS. FOUR DILEMMAS FOLLOW THE INTRODUCTORY REMARKS. EACH DILEMMA DESCRIBES A SITUATION INVOLVING ENVIRONMENTAL QUESTIONS FOR WHICH THERE IS A SERIES OF QUESTIONS LEADING TO INVESTIGATION OF THE MORAL QUESTIONS RAISED. THE DILEMMAS ARE ENTITLED, "THE ENVIRONMENTAL ACTIVIST," "THE ALASKA PIPELINE," "THE STARVING COUNTRY," AND "FAST BREEDER REACTORS." THE DILEMMAS RAISE QUESTIONS ABOUT INDIVIDUAL ACTION VS. GROUP WELFARE, ENVIRONMENTAL DESTRUCTION VS. NATIONAL CRISIS, FEEDING THE HUNGARY VS. ACTING AGAINST OVERPOPULATION, AND RADIOACTIVE DANGER VS. THE NEED FOR ENERGY. A BIBLIOGRAPHY ON MORAL DEVELOPMENT AND ENVIRONMENTAL ISSUES CONCLUDES THE PAPER. (AUTHOR/KSM)

EDRS PRICE: EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE

ED087559

TITLE: SOCIAL INFERENCES AND SOCIAL BEHAVIOR: DEVELOPMENTAL ASPECTS OF THE RELATIONSHIP BETWEEN THOUGHT AND ACTION.

PERSONAL AUTHOR: COLLINS, W. ANDREW; BERNDT, THOMAS J.

PUBLICATION DATE: 29 AUG 73

DESCRIPTIVE NOTE: 15P.; PAPER PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (81ST, MONTREAL, CANADA, AUGUST 29, 1973)

DESCRIPTORS: ADOLESCENTS; *AGE DIFFERENCES; *BEHAVIOR DEVELOPMENT; *COGNITIVE PROCESSES; ELEMENTARY SCHOOL STUDENTS; LEARNING PROCESSES; MORAL DEVELOPMENT; *OBSERVATIONAL LEARNING; *SOCIAL BEHAVIOR; SOCIALIZATION

IDENTIFIER: *SOCIAL INFERENCES

ABSTRACT: THIS REPORT REVIEWS EVIDENCE CONCERNED WITH AGE-RELATED ASPECTS OF SOCIAL PERCEPTION PROCESSES AND THEIR EFFECTS ON OVERT BEHAVIOR. FOCUS IS ON THE VARIABILITY AMONG CHILDREN IN COMPREHENSION AND EVALUATION OF ACTION, MOTIVES, AND CONSEQUENCES OF MODELED BEHAVIOR. FINDINGS INDICATED THAT COMPREHENSION OF ACTS IN TERMS OF MOTIVES AND CORRECTNESS OF EVALUATIONS BOTH INCREASE WITH AGE. BEHAVIORAL DIFFERENCES APPEAR TO BE RELATED TO THESE KINDS OF AGE DIFFERENCES IN COMPREHENSION AND EVALUATION. IN A STUDY, THIRD GRADERS WHO WATCHED AN AGGRESSIVE TELEVISION SHOW WITH SEPARATIONS (COMMERCIALS) WERE MORE AGGRESSIVE THAN THIRD GRADERS WHO WATCHED WITHOUT INTERRUPTIONS, BUT THIS DIFFERENCE DID NOT HOLD FOR OLDER AGE GROUPS. FINALLY, POSSIBLE EFFECTS OF AGE-RELATED CHANGES IN THE BASES FOR EVALUATING SOCIAL ACTS IN GENERAL (I.E., PIAGET'S MORAL DEVELOPMENT PARADIGM) ARE DISCUSSED. PRELIMINARY DATA CONCERNING THESE QUESTIONS ARE PRESENTED. ALL OF THE RESEARCH IS DISCUSSED AND INTERPRETED IN REFERENCE TO BANDURA'S COGNITIVE MEDIATOR CONCEPT. (DP)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

ED087523

TITLE: AN EXPERIMENTAL TEST OF PIAGET'S THEORY OF MORAL DEVELOPMENT.

PERSONAL AUTHOR: LICKONA, THOMAS

PUBLICATION DATE: APR 73

DESCRIPTIVE NOTE: 13P.; PAPER PRESENTED AT THE BIENNIAL MEETING OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT (PHILADELPHIA, PENNSYLVANIA, MARCH 29 - APRIL 1, 1973)

DESCRIPTORS: *BEHAVIORAL SCIENCE RESEARCH; *COGNITIVE PROCESSES; *ELEMENTARY SCHOOL STUDENTS; *MORAL DEVELOPMENT; PEER RELATIONSHIP; *PERSONALITY DEVELOPMENT

IDENTIFIER: *PIAGET (JEAN)

ABSTRACT: THIS STUDY INVESTIGATED EXPERIMENTALLY SOME OF PIAGET'S HYPOTHESES ON THE CAUSES OF MORAL JUDGEMENTAL CHANGE. THE MEASURE OF MORAL JUDGEMENT CHOSEN WAS A CHILD'S STANDARD OF EVALUATING MORAL RESPONSIBILITY, ON AN OBJECTIVE (CHOICE BASED ON CONSEQUENCES) - SUBJECTIVE (CHOICE BASED ON INTENTIONS) DIMENSION. SUBJECTS WERE 72 FIRST AND SECOND GRADERS WHO WERE CLASSIFIED AS OBJECTIVE OR SUBJECTIVE ACCORDING TO THEIR REASONING ABOUT MORAL JUDGEMENTS ON A PRE-TEST. TWO TO FOUR WEEKS AFTER PRETESTING, CHILDREN WERE DIVIDED INTO 4 EXPERIMENTAL GROUPS AND A CONTROL GROUP. IN GROUP I (DECENTERING), SUBJECTS WERE TRAINED TO CONSIDER BOTH CONSEQUENCES AND INTENTIONS. GROUP II (PEER INTERACTION) SUBJECTS WERE DIVIDED INTO PAIRS, ONE OBJECTIVE AND ONE SUBJECTIVE CHILD, WHO EXPLAINED THEIR REASONING PROCESSES TO EACH OTHER. GROUP III (EXPOSURE TO ADULT CONFLICT) LISTENED TO AN OBJECTIVE AND A SUBJECTIVE ADULT ARGUE ABOUT WHICH CHOICE WAS CORRECT, AND GROUP IV (DIDACTIC RULE TRAINING) SUBJECTS WERE TOLD THAT ONE PARTICULAR CHOICE WAS CORRECT. CHILDREN WERE POSTTESTED ONE MONTH LATER. ALL TRAINING CONDITIONS PRODUCED SIGNIFICANT INCREASES IN SUBJECTIVE JUDGEMENTS, WHEREAS CONTROLS EXHIBITED NO CHANGE FROM PRETEST TO POSTTEST. RESULTS ARE ANALYZED SEPARATELY FOR EACH TRAINING CONDITION, WITH DISCUSSION FOCUSING ON EVIDENCE THAT MIGHT CONTRADICT PIAGET'S THEORY. (DP)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

INSTITUTION NAME: STATE UNIV. OF NEW YORK, CORTLAND. COLL. AT CORTLAND.

ED086353

TITLE: EXPLORATORY WORK ON AN OBJECTIVE-PROJECTIVE TEST OF FACTORS OF MORAL DEVELOPMENT IN YOUNG CHILDREN.

PERSONAL AUTHOR: ADKINS, DOROTHY C.

PUBLICATION DATE: AUG 73

DESCRIPTIVE NOTE: 7P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (81ST, MONTREAL, CANADA, AUGUST 27-31, 1973)

DESCRIPTORS: ALTRUISM; FACTOR ANALYSIS; *MORAL DEVELOPMENT; *PRESCHOOL CHILDREN; *PSYCHOLOGICAL TESTING; SELF ESTEEM; SOCIAL BEHAVIOR; *SOCIAL DEVELOPMENT; *TEST CONSTRUCTION; TEST RELIABILITY

ABSTRACT: AN INSTRUMENT TO MEASURE VARIOUS ASPECTS OF CHILDREN'S CHARACTER, INCLUDING SELF-ESTEEM, ALTRUISM, AND INTEGRITY OR RESPONSIBILITY WAS DEVELOPED. THE 48-ITEM TEST WAS GIVEN TO 111 4- AND 5-YEAR-OLD HAWAIIAN CHILDREN. TEST RELIABILITY AND FACTOR STRUCTURES WERE DETERMINED. THE THREE FACTORS ARE DISCUSSED. FURTHER DEVELOPMENT IS CONTINUING; ADDITIONAL ITEMS ARE BEING WRITTEN TO MEASURE OTHER ASPECTS OF SOCIAL AND MORAL DEVELOPMENT. DATA ARE ALSO BEING COLLECTED FROM CHILDREN REPRESENTING OTHER ETHNIC GROUPS AND GEOGRAPHIC LOCATIONS. (ST)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

ED084033

TITLE: MORAL JUDGMENT AND ROLE-TAKING IN CHILDREN AGES THREE TO SEVEN.

PERSONAL AUTHOR: IRWIN, D. MICHELLE; AMBRON, SUEANN R.

PUBLICATION DATE: 29 MAR 73

DESCRIPTIVE NOTE: 60P.; PAPER PRESENTED AT HE BIENNIAL MEETING OF THE SOCIETY FOR RESEARCH IN CH.LD DEVELOPMENT (PHILADELPHIA, PENNSYLVANIA, MARCH 29, 1973)

DESCRIPTORS: AFFECTIVE BEHAVIOR; AGE DIFFERENCES; COGNITIVE DEVELOPMENT; *EARLY CHILDHOOD; INTELLIGENCE DIFFERENCES; *LEARNING; LOWER CLASS; MIDDLE CLASS; *MORAL DEVELOPMENT; PERCEPTION; *ROLE PLAYING; SEX DIFFERENCES; *TASK PERFORMANCE

IDENTIFIER: INTERNALIZATION

ABSTRACT: TWO STUDIES WERE DESIGNED TO EXAMINE THE RELATIONSHIP BETWEEN MORAL JUDGMENT AND ROLE-TAKING IN YOUNG CHILDREN. IN STUDY I, 30 LOWER CLASS AND 30 MIDDLE CLASS FIVE-YEAR-OLDS WERE PRESENTED WITH AFFECTIVE, COGNITIVE AND PERCEPTUAL ROLE-TAKING TASKS. TASK PERFORMANCES WERE THEN EXAMINED IN RELATION TO FOUR DIMENSIONS OF MORAL JUDGMENT--BLAMEWORTHINESS, RESTITUTION, INTENTIONALITY, AND INTENT-CONSEQUENCE. ANALYSIS OF THE DATA SUGGESTS THAT AFFECTIVE AND COGNITIVE ROLE-TAKING MAY EMERGE BEFORE PERCEPTUAL ROLE-TAKING IN YOUNG CHILDREN. ALSO, 5-YEAR-OLDS SEEM TO BEST UNDERSTAND THE NOTION OF BLAMEWORTHINESS, FOLLOWED BY RESTITUTION, AND TO A LESSER EXTENT, INTENTIONALITY. STUDY II INVESTIGATED THE RELATIONSHIP BETWEEN ROLE-TAKING AND MORAL JUDGMENT IN 34 KINDERGARTEN AND 38 SECOND GRADERS, USING AGE AS A VARIABLE. AFFECTIVE, COGNITIVE AND PERCEPTUAL ROLE-TAKING WERE STUDIED IN RELATION TO THE MORAL JUDGMENT DIMENSIONS OF INTENTIONALITY AND RESTITUTIVE JUSTICE. A SIGNIFICANT CORRELATION WAS FOUND BETWEEN ROLE-TAKING AND MORAL JUDGMENT, ESPECIALLY COGNITIVE ROLE-TAKING. IN ADDITION, 7-YEAR OLDS HAD HIGHER SCORES THAN 5-YEAR OLDS ON ALL AREAS OF ROLE-TAKIN EXCEPT THE PERCEPTUAL TASKS, AND 7-YEAR-OLDS HAD HIGHER SCORES THAN 5-YEAR-OLDS ON TOTAL MORAL JUDGMENT AND INTENTIONALITY BUT NOT ON RESTITUTION. SUGGESTIONS FOR FUTURE RESEARCH ARE MADE. (SET)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

ED084019

TITLE: A DEVELOPMENTAL STUDY OF THE PERSON PERCEPTION OF YOUNG CHILDREN.

PERSONAL AUTHOR: MORRISON, JAMES K.

PUBLICATION DATE: AUG 73

DESCRIPTIVE NOTE: 12P.; PAPER PRESENTED AT THE ANNUAL CONVENTION OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (81ST, MONTREAL, CANADA, AUGUST 27-31, 1973)

DESCRIPTORS: *AGE DIFFERENCES; *COGNITIVE DEVELOPMENT; *ELEMENTARY SCHOOL STUDENTS; GRADE 1; GRADE 6; MIDDLE CLASS; *MORAL DEVELOPMENT; SOCIAL DEVELOPMENT

IDENTIFIER: BEHAVIOR PREDICTION TEST; *DISSERTATION; GLOBAL RATING SCALE; PROJECTIVE FILM TEST

ABSTRACT: THIS DOCUMENT PRESENTS A SUMMARY OF A DISSERTATION CONCERNING THE DEVELOPMENTAL RELATIONSHIP BETWEEN MORAL JUDGMENT AND PERSON JUDGMENT. SUBJECTS WERE 144 MIDDLE CLASS MALE FIRST GRADERS AND SIXTH GRADERS FROM PAROACHIAL SCHOOLS. THE CHILDREN WATCHED THREE FILMS OF A BOY DOING DAMAGE. THE EXPERIMENTALLY CRUCIAL FILM SHOWED THE SAME BOY TRANSGRESSING ON PURPOSE OR BY ACCIDENT, AND WITHIN THE CONTEXT OF ONE OF THREE MITIGATING CIRCUMSTANCES (ANGER, UNREASONABLE REQUEST, OR FAVOR.) THE GLOBAL RATING SCALE, BEHAVIOR PREDICTION TEST, AND PROJECTIVE FILM TEST WERE USED AS DEPENDENT MEASURES. DEVELOPMENTAL DIFFERENCES WERE APPARENT, AND WERE DISCUSSED IN TERMS OF COGNITIVE DEVELOPMENTAL THEORY. (DP)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

INSTITUTION NAME: STATE UNIV. OF NEW YORK, ALBANY.

ED082805

TITLE: THE EFFECTS OF TRAINING ON RECIPROCITY JUDGMENTS IN PREKINDERGARTEN CHILDREN.

PERSONAL AUTHOR: VANCE, BARBARA; AND OTHERS

PUBLICATION DATE: MAR 73

DESCRIPTIVE NOTE: 22P.; PAPER PRESENTED IN SUMMARY FORM AT THE BIENNIAL MEETING OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT (PHILADELPHIA, PENNSYLVANIA, MARCH 29 - APRIL 1, 1973

DESCRIPTORS: CAUCASIANS; *COGNITIVE DEVELOPMENT; *DISCRIMINATION LEARNING; ETHICAL INSTRUCTION; ETHICS; MIDDLE CLASS; *MORAL DEVELOPMENT; PERSONALITY DEVELOPMENT; *PRESCHOOL CHILDREN; *ROLE PLAYING; VALUES

ABSTRACT: THIS STUDY INVESTIGATED THE EFFECTS OF TRAINING ON RECIPROCITY JUDGMENTS IN 43 WHITE, MIDDLE CLASS CHILDREN, AGES 38 TO 68 MONTHS. HYPOTHESES WERE (1) CHILDREN TRAINED TO MAKE MATURE RESPONSES TO INTERPERSONAL CONFLICTS WOULD MAKE MORE MATURE JUDGMENTS IN ILLUSTRATED STORY CONFLICT SITUATIONS THAN THOSE RECEIVING NO TRAINING, (2) CHILDREN EXPOSED TO DISCUSSION AND ROLE PLAYING DURING TRAINING WOULD MAKE MORE MATURE RECIPROCITY JUDGMENTS ON A STORY POSTTEST THAN THOSE EXPOSED TO OPERANT DISCRIMINATION TRAINING, AND (3) THERE WOULD BE NO SEX DIFFERENCES ON RECIPROCITY JUDGMENTS. TREATMENT A CHILDREN ACTED OUT, DISCUSSED, AND SUGGESTED SOLUTIONS TO A CONFLICT SITUATION, AND THEN RE-ENACTED THE SITUATION USING THE TRAINER'S MATURE RESPONSE TO RESOLVE THE CONFLICT. TREATMENT B CONSISTED OF OPERANT DISCRIMINATION TRAINING WITHOUT DISCUSSION. TREATMENT C CHILDREN LISTENED TO A STORY AND ANSWERED QUESTIONS. CHILDREN VERBALLY SOLVED 10 ILLUSTRATED CONFLICT SITUATIONS ON A POSTTEST. HYPOTHESES (1) AND (3) WERE SUPPORTED; HOWEVER, OPERANT DISCRIMINATION TRAINING WAS MORE EFFECTIVE THAN ROLE PLAYING AND DISCUSSION TRAINING. (DC)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

INSTITUTION NAME: BRIGHAM YOUNG UNIV., PROVO, UTAH.

SPONSORING AGENCY NAME: OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU RESEARCH.

ED081496

TITLE: A DEVELOPMENTAL STUDY OF REASONING AND ITS EFFECT ON RESISTANCE TO DEVIATION IN CHILDREN OF HIGH AND LOW MATURITY OF MORAL JUDGMENT.

PERSONAL AUTHOR: LAVOIE, JOSEPH C.

PUBLICATION DATE: MAR 73

DESCRIPTIVE NOTE: 31P.; PAPER PRESENTED AT THE BIENNIAL MEETING OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT (PHILADELPHIA, PENNSYLVANIA, MARCH 29 - APRIL 1, 1973)

DESCRIPTORS: AGE DIFFERENCES; COGNITIVE DEVELOPMENT; *ELEMENTARY SCHOOL STUDENTS; *MORAL DEVELOPMENT; *PUNISHMENT; SEX DIFFERENCES; *SOCIALIZATION; SOCIAL MATURITY

IDENTIFIER: INTERNALIZATION; MORAL JUDGMENT TEST; RESISTANCE TO DEVIATION TEST

ABSTRACT: THIS STUDY INVESTIGATED THE EFFECTS OF SEX OF CHILD, AGE, RATIONALE FOCUS, RATIONALE ORIENTATION, AND MATURITY OF MORAL JUDGMENT ON RESISTANCE TO DEVIATION IN 120 CHILDREN (7 TO 11 YEARS OLD) USING THE STANDARD PUNISHMENT PARADIGM. CHILDREN WERE RANDOMLY ASSIGNED TO A CONSEQUENCE- OR INTENTIONS-FOCUSED RATIONALE WITH AN OBJECT OR PERSON ORIENTATION IN A 2X3X2 FACTORIAL DESIGN. THE FOLLOWING PREDICTIONS WERE MADE: (1) A RATIONALE WILL BE MORE EFFECTIVE IN REDUCING DEVIATION IN GIRLS, (2) DEVIATION WILL DECREASE ACROSS AGE FOR THE INTENTIONS RATIONALE, (3) PERSON-ORIENTED RATIONALES VERSUS OBJECT ORIENTATION WILL INCREASE IN EFFECTIVENESS WITH AGE, (4) PERSON-ORIENTED RATIONALES WILL BE MORE EFFECTIVE WITH GIRLS THAN BOYS, AND (5) CHILDREN WHO ARE MORE MATURE IN MORAL JUDGMENT WILL BE LESS DEVIANT. RESULTS INDICATE THAT FOR ALL MEASURES GIRLS WERE LESS DEVIANT THAN BOYS; AGE SIGNIFICANTLY INCREASED LATENCY TO FIRST DEVIATION WHEN THE RATIONALE FOCUSED ON INTENTIONS BUT NOT CONSEQUENCES; PERSON-ORIENTED RATIONALES TENDED TO INCREASE IN EFFECTIVENESS (THAT IS, LATENCY TO FIRST DEVIATION WAS LONGER) WITH INCREASING AGE FOR BOYS BUT NOT GIRLS, AND CHILDREN WHO SCORED HIGH ON THE MORAL REALISM MEASURE WERE LESS DEVIANT. CONTENT OF THE REASONING SEEMED TO BE A MAJOR FACTOR IN THE RELATIONSHIP BETWEEN THE CHILD'S LEVEL OF MORAL JUDGMENT AND MORAL BEHAVIOR. (ST)

EDRS PRICE: EDRS PRICE MF-$0.65 HC-$3.29

INSTITUTION NAME: NEBRASKA UNIV., OMAHA. DEPT. OF PSYCHOLOGY.

References from Current Index to Journals in Education (CIJE)

TITLE: Moral Development: Some Suggested Implications for the Social Studies Teacher

PERSONAL AUTHOR: Simon, Frank

PUBLICATION DATE: Jul/Aug 75

JOURNAL CITATION: Social Studies; 66; 4; 150-3

DESCRIPTORS: *Social Studies; *Moral Development; *Moral Values; Social Studies; Values; Elementary Secondary Education; Socialization

IDENTIFIER: Kohlberg (Lawrence)

ABSTRACT: The author makes various assumptions about moral development and offers suggestions to teachers for incorporating the socialization process into the classroom. (JR)

TITLE: Clarifying Values Clarification: A Critique

PERSONAL AUTHOR: Stewart, John S.

PUBLICATION DATE: Jun 75

JOURNAL CITATION: Phi Delta Kappan; 56; 10; 684-688

DESCRIPTORS: *Moral Development; *Ethical Instruction; Persuasive Discourse; Values; Ethics

IDENTIFIER: *Values Clarification

ABSTRACT: Criticizes the values clarification approach for avoiding the structure of values, for allowing judgmental activites, for embracing moral relativism, and for not being founded in theory. (DW)

TITLE: Children's Awareness and Usage of Intention Cues

PERSONAL AUTHOR: Imamoglu, E. Olcay

PUBLICATION DATE: Mar 75

JOURNAL CITATION: Child Development; 46; 1; 39-45

DESCRIPTORS: *Elementary School Students; *Moral Development; *Cues; *Motivation; *Perceptual Development; Age Differences

IDENTIFIER: *Causality; Piaget (Jean)

ABSTRACT: Examined the effects of two levels of causality (intentional-accidental), outcome quality (good-bad), and affected object (human being-physical object) on the evaluations of acts and actors and the related response latencies. Four age groups of 128 children (5-11 years) were studied, using eight stories and two 4-point scales of good-bad and like-dislike. (Author/ED)

TITLE: The Moral Choices Before Us: Two Theologians Comment

PERSONAL AUTHOR: Shane, Harold G.

PUBLICATION DATE: Jun 75

JOURNAL CITATION: Phi Delta Kappan; 56; 10; 707-711

DESCRIPTORS: *Question Answer Interviews; *Values; *Religion; *Futures (of Society); *Moral Development; Social Change; Philosophy; Christianity; School Role; Elementary Secondary Education

ABSTRACT: Answering question relating to the future of society, the influence of religion, and the role of education, two theologians agree that schools should develop in students a sense of wonder, empathy, and civility. (DW)

TITLE: Religious Education Forum: Spriitual Education: Fowler's Stages of Faith

PERSONAL AUTHOR: McBride, Alfred

PUBLICATION DATE: May 75

JOURNAL CITATION: Momentum; 6; 2; 22-5

DESCRIPTORS: *Religious Education; *Moral Values; *Models; *Thought Processes; *Moral Development

IDENTIFIER: *Fowler (James)

ABSTRACT: Author used Fowler's models of stages of faith growth as a useful point of departure for the purpose of spiritual education. (Author/RK)

TITLE: Moral Growth During Adolescence

PERSONAL AUTHOR: Mitchell, J. J.

PUBLICATION DATE: Sum 75

JOURNAL CITATION: Adolescence; 10; 38; 221-26

DESCRIPTORS: *Moral Development; *Adolescence; *Growth Patterns; *Guidelines

ABSTRACT: Article focused its concern on general trends in adolescent moral growth. (Author/RK)

TITLE: Moral Education: Aims and Methods in China, the USSR, the U.S., and England

PERSONAL AUTHOR: Connell, William F.

PUBLICATION DATE: Jun 75

JOURNAL CITATION: Phi Delta Kappan; 56; 10; 702-706

DESCRIPTORS: *Political Influences; *Moral Development; *Ethical Instruction; *Comparative Analysis; Teaching Methods; School Role; School Responsibility; Instructional Programs; Elementary Secondary Education

IDENTIFIER: *Moral Education

ABSTRACT: A comparison of content and procedures for teaching morality to the young in countries with contrasting political systems. (Author)

TITLE: Moral Education in a Canadian Setting

PERSONAL AUTHOR: Sullivan, Edmund V.; Beck, Clive

PUBLICATION DATE: Jun 75

JOURNAL CITATION: Phi Delta Kappan; 56; 10; 697-701

DESCRIPTORS: *Moral Development; *Ethical Instruction; *Pilot Projects; *Curriculum Development; *Teacher Responsibility; Values; School Role; Ethics; Program Evaluation; Elementary Secondary Education

IDENTIFIER: *Moral Education; Covert Curriculum

ABSTRACT: Discusses implementation and evaluation in moral education pilot projects in Canadian elementary and secondary schools, emphasizing the role and impact of the teacher in teaching of values. (DW)

TITLE: Cognitive Moral Education

PERSONAL AUTHOR: Scriven, Michael

PUBLICATION DATE: Jun 75

JOURNAL CITATION: Phi Delta Kappan; 56; 10; 689-694

DESCRIPTORS: *Moral Development; *Ethical Instruction; *Cognitive Development; Role Models; Values; Ethics; Humanistic Education; School Role; Elementary Secondary Education

IDENTIFIER: *Moral Education

ABSTRACT: The affective and developmental approaches to moral education are described as inadequate, while the cognitive approach based on moral knowledge, moral reasoning, and the study of ethics is described as defensible and preferable, even though difficult to implement in public schools. (DW)

TITLE: Early Conceptions of Positive Justice as Related to the Development of Logical Operations

PERSONAL AUTHOR: Damon, William

PUBLICATION DATE: Jun 75

JOURNAL CITATION: Child Development; 46; 2; 301-312

DESCRIPTORS: *Justice; *Concept Formation; *Early Childhood Education; *Moral Development; *Logical Thinking; Interviews; Mathematical Logic; Task Analysis

ABSTRACT: In order to investigate the relationship between the development of justice (moral) conceptions and the development of mathematical and physical (logical) conceptions, 50 children (ages 4-8) were administered a "positive justice" interview and five of Piaget's concrete-operational mathematical and physical tasks. (Author/CS)

TITLE: The Effects of Provocation, Intentions, and Consequences on Children's Moral Judgments

PERSONAL AUTHOR: Hewitt, Lynn Stewart

PUBLICATION DATE: Jun 75

JOURNAL CITATION: Child Development; 46; 2; 540-544

DESCRIPTORS: *Elementary Education; *Moral Development; *Reactive Behavior; Elementary School Students; Age Differences

ABSTRACT: Dutch boys, 8 and 12 years old, read brief stories about a harm-doer whose intentions were either good or bad and whose actions resulted in either minor or serious injury to a victim. The older boys' but not the younger boys, differentiated naughtiness on the basis of provocation and intentions. (Author/CS)

TITLE: Socially Cued Altruism: Effects of Modeling, Instructions, and Age on Public and Private Donations

PERSONAL AUTHOR: White, Glenn M.; Burnam, M. Audrey

PUBLICATION DATE: Jun 75

JOURNAL CITATION: Child Development; 46; 2; 559-563

DESCRIPTORS: *Elementary Education; *Altruism; *Social Behavior; *Moral Development; Elementary School Students; Age Differences; Models

ABSTRACT: Effects of observing differentially generous models, instructional constraint, and age on private and public charitability were assessed with 192 fourth and fifth grade girls, who engaged in a concept formation task which provided them with money. Implications for social learning theory and for moral development are discussed. (Author/CS)

TITLE: Values Clarification: It Can Start Gently and Grow Deep

PERSONAL AUTHOR: Simon, Sidney B.; deSherbinin, Polly

PUBLICATION DATE: Jun 75

JOURNAL CITATION: Phi Delta Kappan; 56; 10; 679-683

DESCRIPTORS: *Values; *Moral Development; Personal Values; Moral Values; School Role; Drug Education; Ethical Instruction; Elementary Secondary Education

IDENTIFIER: *Values Clarification

ABSTRACT: Values clarification is defined, explained, and described in the school setting, and the areas of expansion are listed. (DW)

EJ119220

TITLE: A Reply to Kohlberg

PERSONAL AUTHOR: Peters, Richard S.

PUBLICATION DATE: Jun 75

JOURNAL CITATION: Phi Delta Kappan; 56; 10; 678

DESCRIPTORS: *Moral Development; *Moral Values; *Persuasive Discourse; Values; Ethics

IDENTIFIER: *Moral Education

ABSTRACT: Declares that Kohlberg fails to consider morality outside of Kantian terms, fails to take "good-boy" morality seriously, is weak on affective morality, and fails to consider habit training in growth. (DW)

TITLE: The Cognitive--Developmental Approach to Moral Education

PERSONAL AUTHOR: Kohlberg, Lawrence

PUBLICATION DATE: Jun 75

JOURNAL CITATION: Phi Delta Kappan; 56; 10; 670-677

DESCRIPTORS: *Moral Development; *Cognitive Development; *Civics; Values; Ethics; Moral Values; School Role; Democratic Values; Justice; Secondary Education

IDENTIFIER: *Moral Education

ABSTRACT: Explains the Kohlberg moral stages in moral development, discusses the aims of moral and civic education, then describes the continuing experimental work at the Harvard Center for Moral Education. (Author/DW)

TITLE: Moral Education's Muddled Mandate: Comments on a Survey of Phi Delta Kappans

PERSONAL AUTHOR: Ryan, Kevin; Thompson, Michael G.

PUBLICATION DATE: Jun 75

JOURNAL CITATION: Phi Delta Kappan; 56; 10; 663-666

DESCRIPTORS: *National Surveys; *Moral Development; *Educational Responsibility; Values; Role Models; School Role; Ethics; Church Responsibility; Family Role; Elementary Secondary Education

IDENTIFIER: *Moral Education

ABSTRACT: Reports results of a Phi Delta Kappa survey on moral education, showing that educators have concern for rising crime and declining family life and expect family and church to conduct moral education. (DW)

TITLE: Moral Education: Where Sages Fear To Tread

PERSONAL AUTHOR: Purpel, David; Ryan, Kevin

PUBLICATION DATE: Jun 75

JOURNAL CITATION: Phi Delta Kappan; 56; 10; 659-662

DESCRIPTORS: *Moral Development; *Ethical Instruction; *School Role; Ethics; Values; Cultural Pluralism; Role Models; Educational Responsibility; Elementary Secondary Education

IDENTIFIER: *Covert Curriculum; Moral Education

ABSTRACT: Stressing the importance, difficulty, and inevitability of moral education in public schools, this article asks educators to accept the task as moral educators, to gain insight into value conflicts, and to become role models of moral commitment. (DW)

TITLE: Moral Education: A Child's Right To A Just Community

PERSONAL AUTHOR: Graham, Richard

PUBLICATION DATE: May 75

JOURNAL CITATION: Elementary School Guidance and Counseling; 9; 4; 299-308

DESCRIPTORS: *Moral Values; *Ethical Instruction; *Moral Development; *School Role; Elementary Secondary Education; State Of The Art Reviews; Values; Educational Innovation

ABSTRACT: Discusses the school's role in fostering moral development among its students. (HMV)

TITLE: Changing Ways for Determining Values

PERSONAL AUTHOR: Sheffield, Wesley; Sheffield, Louise

PUBLICATION DATE: Feb/Mar 75

JOURNAL CITATION: College Student Journal; 9; 1; 49-54

DESCRIPTORS: *Values; *Personal Values; *Humanistic Education; *Moral Development; *Social Change; Beliefs; Social Problems; Interpersonal Relationship; State Of The Art Reviews

ABSTRACT: Describes the decline of the traditional discussion centers in home, school and church and the mushrooming of literature and groups centering around values clarification. (Author)

TITLE: The Role of Cognitive Development in Moral Judgment: An Analysis of Piaget's and Kohlberg's Theories

PERSONAL AUTHOR: Gold, Yvonne

PUBLICATION DATE: Feb/Mar 75

JOURNAL CITATION: College Student Journal; 9; 1; 55-65

DESCRIPTORS: *Moral Development; *Ethics; *Values; *Cognitive Development; *Developmental Psychology; Research Projects; Adult Development; Child Development; Comparative Analysis

IDENTIFIER: *Piaget (Jean)

ABSTRACT: The purpose of this study was to discover if there was a relationship in decisions made between adults and 11-year old students assumed to be at different levels of the formal operations stage in their responses to a situation calling for a moral judgment. (Author)

TITLE: Moral Education through Diagnostic-prescriptive Teaching Methods

PERSONAL AUTHOR: Fulda, Trudi Annette; Jantz, Richard Kieth

PUBLICATION DATE: May 75

JOURNAL CITATION: Elementary School Journal; 75; 8; 513-518

DESCRIPTORS: *Moral Development; *Educational Diagnosis; *Elementary Education; *Program Descriptions; *Teaching Methods; Diagnostic Teaching; Models; Social Development; Values

IDENTIFIER: *Piaget (Jean)

ABSTRACT: A diagnostic-prescriptive approach to moral education, based on the work of Piaget and Kohlberg, is presented. The approach is designed to help analyze a child's ability in a special area, compare achievement with some established list of sequenced skills, and plan lessons to help individual students attain the next higher level of accomplishment. (CS)

TITLE: Moral Internalization, Parental Power, and the Nature of Parent-Child Interaction

PERSONAL AUTHOR: Hoffman, Martin L.

PUBLICATION DATE: Mar 75

JOURNAL CITATION: Developmental Psychology; 11; 2; 228-239

DESCRIPTORS: *Parent Child Relationship; *Moral Development; *Children; *Parent Influence; *Discipline; Interaction Process Analysis

ABSTRACT: Offered empirical arguments and theoretical analysis for the view that parental discipline is more likely the antecedent than the consequent of the child's moral internalization and that discipline provides experiences necessary for internalization. Also conceptualizes parent-child relations in terms of everyday interaction and long-term effects. (SDH)

TITLE: Drug Education: A Problem In Moral Philosophy II. A Proposal

PERSONAL AUTHOR: Bethell, B. J.; Bellward, G. D.

PUBLICATION DATE: W 74

JOURNAL CITATION: Journal of Drug Education; 4; 4; 439-455

DESCRIPTORS: *Drug Education; *Moral Development; *Educational Philosophy; *Course Organization; *Thought Processes; Elementary Education; Units of Study (Subject Fields)

ABSTRACT: This paper includes a development of rational thought processes through scientific experiments concerning the effects of foreign chemicals on biological processes. However, the main emphasis is placed on the moral development of children at this age level. (Author)

TITLE: Leslie Smith on Indoctrination

PERSONAL AUTHOR: Marantz, Haim

PUBLICATION DATE: Feb 75

JOURNAL CITATION: Journal of Moral Education; 4; 2; 117-20

DESCRIPTORS: *Moral Development; *Critical Thinking; *Beliefs; *Moral Values; *Thought Processes

ABSTRACT: Author has examined and found wanting the Method Thesis, the Content Thesis and the Intention Thesis for accounting for indoctrination. (Editor/RK)

TITLE: Moral Education for Post Conventional Thinking

PERSONAL AUTHOR: Power, Donald

PUBLICATION DATE: Feb 75

JOURNAL CITATION: Journal of Moral Education; 4; 2; 111-16

DESCRIPTORS: *Moral Development; *Theories; *Thought Processes; *Ethical Instruction; *Student Teacher Relationship

IDENTIFIER: *Kohlberg (Lawrence)

ABSTRACT: The purpose of this paper is to offer a rationale for the teaching of moral education in the schools. (Author)

TITLE: A Comment on Cognitive Moral Education

PERSONAL AUTHOR: Crittenden, Brian

PUBLICATION DATE: Jun 75

JOURNAL CITATION: Phi Delta Kappan; 56; 10; 695-696

DESCRIPTORS: *Moral Development; *Cognitive Development; Values; Ethics; Humanistic Education; School Role; Persuasive Discourse

IDENTIFIER: *Moral Education

ABSTRACT: While agreeing with Scriven's exposition of the cognitive approach to moral education, the author disagrees with and comments on three points: the argument against developmentalists, morality and rational justification, and the affective aspect of moral argument. (DW)

TITLE: Empathy: A Conceptual And Psychometric Analysis

PERSONAL AUTHOR: Hogan, Robert

PUBLICATION DATE: 75

JOURNAL CITATION: Counseling Psychologist; 5; 2; 14-17

DESCRIPTORS: *Empathy; *Personality Development; *Counseling; Research Projects; Moral Development

ABSTRACT: This paper summarizes the author's research on the role of empathy in personality development. (Author)

TITLE: A Process of Values Analysis

PERSONAL AUTHOR: Olmo, Barbara

PUBLICATION DATE: Mar/Apr 75

JOURNAL CITATION: Social Studies; 66; 2; 72-5

DESCRIPTORS: *Values; *Moral Development; *Inquiry Training; *Questioning Techniques; *Teaching Techniques; Affective Objectives; Process Education; Decision Making; Teaching Models; Elementary Secondary Education

ABSTRACT: A simplified inquiry process, structured by the teacher to require students to make decisions leading to values clarification and/or self-evaluation, is provided. (DE)

TITLE: The Effects of Classroom Moral Discussion upon Children's Level of Moral Judgment

PERSONAL AUTHOR: Blatt, Moshe M.; Kohlberg, Lawrence

PUBLICATION DATE: Feb 75

JOURNAL CITATION: Journal of Moral Education; 4; 2; 129-61

DESCRIPTORS: *Moral Issues; *Moral Development; *Educational Research; *Research Methodology; *Child Development; Tables (Data); Program Evaluation

IDENTIFIER: *Kohlberg (Lawrence)

ABSTRACT: This paper describes an experiment in classroom moral education and reports its results. (Author)

TITLE: Implications for Moral Education of Some Current Conceptions of Morality

PERSONAL AUTHOR: Hill, Brian V.

PUBLICATION DATE: Oct 74

JOURNAL CITATION: Australian Journal of Education; 18; 3; 288-98

DESCRIPTORS: *Moral Development; *Concept Formation; *Curriculum Design; *Values; *Thought Processes

ABSTRACT: This article claimed that the discourse of ordinary people concealed at least four significantly divergent conceptions of moral education, and showed how the implications for curriculum which flow from each of these differ seriously. (Editor/RK)

TITLE: The Quest for Intangibles--Teaching for Leadership in Business Education

PERSONAL AUTHOR: Reed, Rosetta

PUBLICATION DATE: Mar 75

JOURNAL CITATION: Balance Sheet; 56; 6; 255,280

DESCRIPTORS: *Business Education Teachers; *Teacher Responsibility; *Leadership Training; *Moral Development; *Futures (of Society); Leadership Qualities; Moral Values; Ethical Values; Secondary Education

ABSTRACT: At a time when our nation faces crisis for want of ethical and moral leadership in all facets of our society, the business educator must not shirk the responsibility to teach those intangible characteristics of leadership that are needed by those who prepare themselves for leadership in our society. (Author)

TITLE: Susceptibility to Faking of the Defining Issues Test of Moral Development

PERSONAL AUTHOR: McGeorge, Colin

PUBLICATION DATE: Jan 75

JOURNAL CITATION: Developmental Psychology; 11; 1; 108

DESCRIPTORS: *Moral Development; *Testing Problems; *College Students; *Attitude Tests; *Test Wiseness; Cognitive Processes

IDENTIFIER: *Faking; Defining Issues Test (DIT)

ABSTRACT: Reports the results of an experiment in which 146 college freshmen were asked either to fake bad answers, fake good answers or record their own views on the Defining Issues Test. Findings indicated that students could not fake higher scores, but could fake bad scores. (SDH)

TITLE: Role Taking and Moral Judgment in Five- and Seven-Year-Olds

PERSONAL AUTHOR: Ambron, Sueann Robinson; Irwin, D. Michelle

PUBLICATION DATE: Jan 75

JOURNAL CITATION: Developmental Psychology; 11; 1; 102

DESCRIPTORS: *Role Perception; *Moral Development; *Kindergarten Children; *Elementary School Students; *Developmental Psychology; Age Differences

IDENTIFIERS: *Role Taking

ABSTRACT: Examined three dimensions of role taking (perceptual, cognitive and affective) and two dimensions of moral judgment (intentionality and restitution). (Author/SDH)

TITLE: Effects of the Mass Media on Individual Morality

PERSONAL AUTHOR: Ayer, Alfred

PUBLICATION DATE: Dec 74

JOURNAL CITATION: Educational Broadcasting International; 7; 4; 188-193

DESCRIPTORS: *Mass Media; *Moral Development; Values; Personality Development; Television

ABSTRACT: A statement of how the media influences moral development. (HB)

TITLE: An Investigation of the Relationship Between Moral Development and Intellectual Development in Male Elementary School Students

PERSONAL AUTHOR: Jantz, Richard K.

PUBLICATION DATE: Oct 73

JOURNAL CITATION: Theory and Research in Social Education; 1; 1; 75-81

DESCRIPTORS: *Cognitive Development; *Moral Development; *Individual Development; Elementary Education

ABSTRACT: This study investigates the relationship between intellectual development and moral development in order to provide additional descriptions of the relationship based on a Piagetian type conservation task and a Piagetian type paired-story situation involving intentional behaviors and final outcomes. (JH)

TITLE: Possible Environmental Causes of Stages in Moral Reasoning

PERSONAL AUTHOR: Denney, Nancy Wadsworth; Duffy, Diane M.

PUBLICATION DATE: Dec 74

JOURNAL CITATION: Journal of Genetic Psychology; 125; 2; 277-284

DESCRIPTORS: *Environmental Influences; *Mother Attitudes; *Moral Development; *Elementary School Students; *High School Students; Age Differences; Child Rearing; Interviews; Moral Issues

IDENTIFIER: *Kohlberg

ABSTRACT: Investigated whether parents do imply different moral principles to children of different ages and whether there is a relationship between the type of moral reasoning that the parents imply and the level of moral reasoning used by the child. (SDH)

TITLE: With China's Children

PERSONAL AUTHOR: Stockwell, Rhoda

PUBLICATION DATE: Jan 75

JOURNAL CITATION: Elementary School Journal; 75; 4; 228-237

DESCRIPTORS: *Early Childhood Education; *Educational Philosophy; *Educational Practice; *Program Descriptions; *Chinese Culture; Moral Development; Intellectual Development; Physical Development

IDENTIFIER: China

ABSTRACT: An American visitor to China describes how Mao's "three R's" of education--Moral, Intellectual, and Physical Development--are integrated into educational practice. (CS)

TITLE: Moral Education and the Study of Current Events

PERSONAL AUTHOR: Duffey, Robert V.

PUBLICATION DATE: Jan 75

JOURNAL CITATION: Social Education; 39; 1; 33-35

DESCRIPTORS: *Current Events; *Social Values; *Social Studies; Moral Development; Elementary Education; Educational Strategies

IDENTIFIER: *Moral Education

ABSTRACT: Suggestions for the effective use of current events in moral education build on Piaget and Kohlberg and include procedures to follow and specific aids for clarifying discussion. (JH)

TITLE: The Rcle of Moral Education in the Public Elementary School

PERSONAL AUTHOR: Jantz, Richard K.; Fulda, Trudi M.

PUBLICATICN DATE: Jan 75

JOURNAL CITATICN: Social Education; 39; 1; 24-28

DESCRIPTORS: *Moral Development; *Developmental Psychology; *Educational Cbjectives; Elementary Education

IDENTIFIER: *Moral Education; Kohlberg (Lawrence); Piaget (Jean)

ABSTRACT: The work of developmental psychologists, Kohlberg and Piaget, is used to summarize characteristics of moral thinking at the elementary levels in crder to help teachers encourage their students to the next higher level. (JH)

TITLE: Teaching Strategies for Moral Dilemmas: An Application of Kohlberg's Theory of Moral Development to the Social Studies Classroom

PERSCNAL AUTHCR: Galbraith, Ronald E.; Jones, Thomas M.

PUBLICATICN DATE: Jan 75

JOURNAL CITATICN: Social Education; 39; 1; 16-22

DESCRIPTORS: *Moral Development; *Educaticnal Strategies; *Decision Making; *Social Studies; *Moral Values; Values

IDENTIFIER: Moral Education; Kohlberg (Lawrence)

ABSTRACT: An outline of Lawrence Kohlberg's theory of cognitive moral develcpment prefaces an application of the teaching plan developed by the Social Studies Curriculum Center at Carnegie-Mellon University for leading discussions of moral dilemmas. (JH)

TITLE: The Role of Words in the Moral Education cf School Pupils

PERSCNAL AUTHCR: Taichinov, M. B.; Ianbulatov, Kh. Kh.

PUBLICATICN DATE: Nov 74

JOURNAL CITATICN: Soviet Education; 17; 1; 66-81

DESCRIPTORS: *Moral Development; *Language Rcle; *Behavior Patterns; Values; Propaganda; Teaching Techniques

ABSTRACT: The special rcle of words in the fcrmaticn of mcral ccnsciousness and behavior is explored. (KM)

TITLE: The Question of Determining Qualitative Indicators for the Social Upbringing of Schoolchildren

PERSONAL AUTHOR: Monakhov, N.I.

PUBLICATION DATE: Nov 74

JOURNAL CITATION: Soviet Education; 17; 1; 51-65

DESCRIPTORS: *Socialization; *Moral Development; *Measurement Techniques; Communism; Political Socialization; Social Development; Educational Environment; Program Descriptions

ABSTRACT: A study confirmed that social upbringing indicators are essentially the same for pupils of all ages although it is apparent that their actual content and particular manifestations ofr each age level are unique. (Author/KM)

TITLE: Age-Related Characteristics in the Moral Development of Children

PERSONAL AUTHOR: Zosimovskii, A. V.

PUBLICATION DATE: Nov 74

JOURNAL CITATION: Soviet Education; 17; 1; 5-21

DESCRIPTORS: *Child Development; *Moral Development; *Age Differences; Values; Communism; Classification; Student Characteristics

ABSTRACT: A more precise picture of the characteristics of the moral development of children in the Soviet Union is offered in a scheme of classification of development according to age. (Author/KM)

TITLE: Moral Development through Children's Literature

PERSONAL AUTHOR: Biskin, Donald; Hoskisson, Kenneth

PUBLICATION DATE: Dec 74

JOURNAL CITATION: Elementary School Journal; 75; 3; 152-157

DESCRIPTORS: *Moral Development; *Elementary Education; *Teacher Role; *Childrens Literature; *Teaching Models; Environmental Influences; Interaction; Moral Criticism; Moral Issues; Moral Values

ABSTRACT: Discusses the theoretical and practical importance of the interaction between children and their environment. Discussions of moral dilemmas in children's literature provide a rich source of interaction that could help children clarify the basis for moral development of higher levels of moral reasoning. (Author/SDH)

TITLE: A Developmental Approach to Assessment of Programmes

PERSONAL AUTHOR: Sullivan, E. V.; Beck, Clive

PUBLICATION DATE: Oct 74

JOURNAL CITATION: Journal of Moral Education; 4; 1; 61-6

DESCRIPTORS: *Moral Development; *Program Evaluation; *Program Effectiveness; *Educational Research; Tables (Data); Flow Charts

IDENTIFIER: *Kohlberg (L)

ABSTRACT: The authors report an empirical study, evaluating the effectiveness of a moral education programme in schools. (Editor)

TITLE: A Theory based Approach to Inductive Value Clarification

PERSONAL AUTHOR: McKenzie, G. R.

PUBLICATION DATE: Oct 74

JOURNAL CITATION: Journal of Moral Education; 4; 1; 47-52

DESCRIPTORS: *Moral Development; *Moral Values; *Cognitive Processes; *Learning Theories; *Methodology; Tables (Data)

ABSTRACT: The purpose of this study is to test the applicability of a cognitive concept elaboration procedure in clarifying value concepts as a means of evaluating a practical method and also of providing some empirical support for the theoretical construct. (Author)

TITLE: The Quest for Moral Order; Emile Durkheim on Education

PERSONAL AUTHOR: Peterson, H. L.

PUBLICATION DATE: Oct 74

JOURNAL CITATION: Journal of Moral Education; 4; 1; 39-46

DESCRIPTORS: *Moral Development; *Educational Theories; *School Role; *Educational Objectives; *Socialization; Teacher Role; School Environment

IDENTIFIER: *Durkheim (Emile)

ABSTRACT: Durkheim's treatment of the nature of morality and of moral education is examined. Three elements in his moral theory, namely the spirit of discipline, attachment to social groups, and autonomy or self-determination, are examined in turn and discussed. (Editor)

TITLE: Moral Education and Indoctrination

PERSONAL AUTHOR: Heynell, H. A.

PUBLICATION DATE: Oct 74

JOURNAL CITATION: Journal of Moral Education; 4; 1; 17-26

DESCRIPTORS: *Moral Development; *Definitions; *Beliefs; *Social Attitudes; *Concept Formation; Religion

ABSTRACT: The author stated the case for saying that there is no real distinction between moral education and indoctrination and a sketch of moral education was attempted in order to yield the distinction needed. (Editor/RK)

TITLE: Education, Moral Development and Faith

PERSONAL AUTHOR: Kohlberg, Lawrence

PUBLICATION DATE: Oct 74

JOURNAL CITATION: Journal of Moral Education; 4; 1; 5-16

DESCRIPTORS: *Moral Development; *Public Schools; *Child Development; *Concept Formation; *Justice; Tables (Data); Educational Objectives; Religion

ABSTRACT: Author talked about what studies of the psychological development of the child suggest about his natural conception of justice. (Author/RK)

TITLE: Resistance to Temptation Following Three Types of Motivational Instructions Among Four-, Six-, Eight-Year-Old Female Children

PERSONAL AUTHOR: Jensen, Larry; Buhanan, Karl

PUBLICATION DATE: Sep 74

JOURNAL CITATION: Journal of Genetic Psychology; 125; 1; 51-60

DESCRIPTORS: *Females; *Learning Motivation; *Children; *Age Differences; *Moral Development; Punishment; Empathy; Rewards; Fear; Locus of Control

TITLE: Moral Development Research. A Case Study of Scientific Cultural Bias

PERSONAL AUTHOR: Simpson, Elizabeth Leonie

PUBLICATION DATE: 74

JOURNAL CITATION: Human Development; 17; 2; 81-106

DESCRIPTORS: *Moral Development; *Ethnocentrism; *Developmental Psychology; *Cross Cultural Studies; *Cultural Factors; Socialization; Cultural Differences; Concept Formation; Test Bias

ABSTRACT: From the moral development scale scoring manual, Kohlberg's published works, and the research of his collaborators and others, an analysis was made of the evidence supporting the hierarchy of moral reasoning and the claims put forth for the cross-cultural universality of the cognitive-developmental theory. (Author/CS)

TITLE: Can Moral Judgment be Taught?

PERSONAL AUTHOR: Hamm, C. M.

PUBLICATION DATE: Aug 74

JOURNAL CITATION: Journal of Educational Thought; 8; 2; 73-86

DESCRIPTORS: *Moral Development; *Concept Formation; *Standards; *Thought Processes; *Decision Making; Beliefs

ABSTRACT: Article investigated the extent it is both possible and desirable to instruct others in moral judgment. (Editor/RK)

TITLE: Parental Attitudes and the Moral Development of Children

PERSONAL AUTHOR: Lydiat, M.

PUBLICATION DATE: Jun 74

JOURNAL CITATION: Journal of Moral Education; 3; 3; 271-81

DESCRIPTORS: *Parent Attitudes; *Moral Development; *Parent Child Relationship; *Sampling; Children; Diagrams; Tables (Data); Data Analysis

IDENTIFIER: *Parental Attitude Research Instrument; Piaget (Jean)

ABSTRACT: This article described the results of a study of children's moral judgments with the accent on the parents of some of these children. (Author/RK)

TITLE: Questions from the Classroom

PERSONAL AUTHOR: Harvard, Lesley C.

PUBLICATION DATE: Jun 74

JOURNAL CITATION: Journal of Moral Education; 3; 3; 235-40

DESCRIPTORS: *Moral Development; *Primary Education; *Classroom Environment; *Educational Planning; *Educational Objectives; Student Reaction; Elementary School Students; Student Teacher Relationship

ABSTRACT: Considered the moral values held by primary children and how to educate within them. (RK)

TITLE: Indoctrination and Intent

PERSONAL AUTHOR: Smith, Leslie

PUBLICATION DATE: Jun 74

JOURNAL CITATION: Journal of Moral Education; 3; 3; 229-233

DESCRIPTORS: *Moral Development; *Educational Philosophy; *Student Teacher Relationship; *Concept Formation; *Standards; Teaching Methods

ABSTRACT: The focus of attention of this paper is a widely held view that is put forward to clarify the philosophical question as to what indoctrination is and that the proposed clarification is inadequate and that it must be replaced by a more acceptable alternative. (Author/RK)

TITLE: Is Moral Education an Impossible Dream?

PERSONAL AUTHOR: Farr, Bernard

PUBLICATION DATE: Jun 74

JOURNAL CITATION: Journal of Moral Education; 3; 3; 223-28

DESCRIPTORS: *Moral Development; *Educational Objectives; *Decision Making; *Educational Philosophy; *Program Development

IDENTIFIER: *Schools Council Project in Moral Education

ABSTRACT: Article presented some observations on moral education and autonomy with reference to the Schools Council Moral Education Project 'Lifeline'. (Editor/RK)

TITLE: Egocentrism and the Emergence of Conventional Morality in Preadolescent Girls

PERSONAL AUTHOR: Moir, D. John

PUBLICATION DATE: Jun 74

JOURNAL CITATION: Child Development; 45; 2; 299-304

DESCRIPTORS: *Moral Development; *Personality Development; *Elementary School Students; *Role Models; *Cognitive Development; Females; Measurement; Cognitive Processes

ABSTRACT: The development of moral judgment in 11-year-old girls is discussed in terms of the evaluation of role taking ability. (ST)

TITLE: State Guidelines and Moral Education

PERSONAL AUTHOR: Cochrane, Don

PUBLICATION DATE: Apr 74

JOURNAL CITATION: California Journal of Teacher Education; 1; 5; 20-31

DESCRIPTORS: *Moral Development; *Ethical Instruction; Moral Values; Ethics

ABSTRACT: The author urges the introduction of the study of moral education into schools of education, as this has been a duty long obligated but long neglected. He then presents some suggestions toward a theory of moral education. (HMD)

TITLE: The Development of Moral Judgments-1

PERSONAL AUTHOR: Ojemann, Ralph H.; Campbell, Alexander

PUBLICATION DATE: Spr 74

JOURNAL CITATION: Journal of Experimental Education; 42; 3; 65-73

DESCRIPTORS: *Moral Development; *Program Development; *Learning Experience; *Program Evaluation; *Program Descriptions; Child Development; Tables (Data); Elementary School Students

IDENTIFIER: *Teachers Course Book

ABSTRACT: The purpose of this paper is to describe the construction of a sequence of planned experiences for teaching the process of making moral judgments and for testing the effectiveness of the sequence. (Author)

TITLE: Cognitive Determinants of Resistance to Deviation in Seven-, Nine-, and Eleven-Year-Old Children of Low and High Maturity of Moral Judgment

PERSONAL AUTHOR: LaVoie, Joseph C.

PUBLICATION DATE: May 74

JOURNAL CITATION: Developmental Psychology; 10; 3; 393-403

DESCRIPTORS: *Elementary School Students; *Moral Development; *Maturation; *Cognitive Development; Sex Differences; Age Differences

IDENTIFIER: Moral Judgment

TITLE: Certain Problems of Communist Upbringing in the Light of the Further Development of the General Education School

PERSONAL AUTHOR: Filonov, G. N.

PUBLICATION DATE: Jan 74

JOURNAL CITATION: Soviet Education; 16; 3; 26-46

DESCRIPTORS: *Comparative Education; *Communism; *School Role; *Social Development; Youth; Educational Responsibility; Moral Development

IDENTIFIER: *USSR

ABSTRACT: The role of public education in the Communist upbringing of Russian youth is discussed. The importance of inculcating all youth with social awareness is emphasized. (RM)

TITLE: The Mediating Role of Cognitive Development in Moral Judgment

PERSONAL AUTHOR: Tomlinson-Keasey, C.; Keasey, Charles Blake

PUBLICATION DATE: Jun 74

JOURNAL CITATION: Child Development; 45; 2; 291-298

DESCRIPTORS: *Cognitive Development; *Moral Development; *Age Differences; *Intellectual Development; *Cognitive Processes; Elementary School Students; College Students; Females; Personality Development

ABSTRACT: The hypothesized central role of cognitive development in resolving moral dilemmas was examined in sixth grade and college-age females. Results indicated that sophisticated cognitive operations are a prerequisite to advanced moral judgments. (ST)

TITLE: Research and Development: Some Problems in Cooperation

PERSONAL AUTHOR: Wilson, John

PUBLICATION DATE: Feb 74

JOURNAL CITATION: Journal of Moral Education; 3; 2; 137-41

DESCRIPTORS: *Moral Development; *Educational Development; *Educational Objectives; *Program Development; *Personality Assessment; Educational Research; Educational Change

ABSTRACT: Article presented different kinds of contributions and expertises toward research and development of moral education. (Author/RK)

TITLE: The Cognitive Developmental Approach to Morality: The State of the Art

PERSONAL AUTHOR: Rest, James R.

PUBLICATION DATE: W 74

JOURNAL CITATION: Counseling and Values; 18; 2; 64-76

DESCRIPTORS: *Human Development; *Developmental Psychology; *Moral Development; *Behavioral Science Research; Literature Reviews

ABSTRACT: Presents a review of the literature relating to the cognitive developmental approach to morality and addresses itself to several questions raised by moral development research. (RP)

TITLE: Dimensions of Moral Interaction and Moral Judgment in Delinquent and Nondelinquent Families

PERSONAL AUTHOR: Jurkovic, Gregory J.; Prentice, Norman M.

PUBLICATION DATE: 74

JOURNAL CITATION: Journal of Consulting and Clinical Psychology; 42; 2; 256-262

DESCRIPTORS: *Parent Child Relationship; *Family Background; *Interaction Process Analysis; *Delinquents; *Moral Development Ethical Instruction; Socially Deviant Behavior; Behavioral Science Research

ABSTRACT: Analysis of moral discussion between mother and son reveal significant differences between delinquent and nondelinquent families on a variety of interaction dimensions. The relationship of these dimensions to moral judgment and to delinquent behavior is explored. (Author)

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